



Spring 2018 Charter School Application
Common Application Template



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Common Application (Part 2)

Section I: School

Academic Model & Schedule

- (1) For all core content and mission-related subject areas:
 - a. Identify the program model or curricula that your school will use and your reasons for these choices, you may include as **Attachment 13** data or research supporting your academic model;
 - b. Identify the interim assessments you will use and how these align to the curricula;
 - c. Describe your professional development plans for teachers and how they connect to the curricula and assessments.
- (2) Where has each identified core instructional component, program model or curricula been used before? What have been the results, in particular with your intended student population?
 - a. If your school is using an existing curricula, provide the curricula's Louisiana Department of Education Curricular Review Score (<http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews>)
 - b. If the model or curricula has not been scored by LDE, what is the research and evidence base and/or logic model informing your curricular design choices? How will you ensure alignment between the curriculum and state standards, and how will you evaluate the effectiveness of its implementation?
- (3) Describe a day and year in the life of a student at your school. Include, as **Attachment 14**, a weekly student schedule and, as **Attachment 15**, a calendar of special events that will happen throughout the school's inaugural year.
- (4) Provide as **Attachment 16**, a copy of the school/organization's [Pupil Progression Plan](#). If your school does not yet have an adopted PPP, please attach a draft version.
- (5) Does the school intend to offer early childhood education, or Pre-Kindergarten classes? Describe the group's anticipated funding source(s) and model for early childhood education.

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

1. The curriculum used by Pathways In Education – New Orleans will be directly aligned with the Louisiana State Standards, CCSS and with Pathways' own belief that students should be provided the tools they need to be successful both in and out of school. The alignment with CCSS will help to ensure student endurance, readiness, and leverage by unwrapping the concepts and skills that students must know to master a particular standard and be prepared to apply skills and tools that will lead to postsecondary success.

All of Pathways' curriculum is divided into self-contained standards based units, for both classroom based learning, and non-classroom study, so that students can study independently, dive deeper through online supplemental learning, and take immediate assessments to measure mastery. During meetings with their teacher - individually or in the classroom - students will review key concepts, and obtain further instruction on topics that may have posed difficulty. **Attachment 13** provides data around the success of the Pathways model, as delivered in schools across California, when compared to schools serving similar populations.

Pathways will serve students who have experienced a great amount of school failure and often have skill gaps due to absences and/or ineffectual learning experiences. Interventions for students with below-grade level reading and math scores on the initial Renaissance STAR assessment will be enrolled in remedial courses, and have access to tutors.



Coursework will be offered through a blended learning format, consisting of guided independent study (IS), small group instruction (SGI), and online learning (OL) with students following their Individual Learning Plan (ILP). This format will differentiate instruction and will include frequent and layered assessments to allow each student to work at his or her own pace to complete courses and meet goals. The instructional model is designed to support students to continually improve their academic performance with increasing independence and students will be enrolled in courses based on their ILP, their identified academic needs, and their non-academic obligations outside of school.

As previously explained, SGI will be classroom-based and each SGI class will consist of between 15 and 20 students. SGI courses will be taught in blocks of between 90 and 120 minutes, at least twice per week. Each SGI-based semester course will run between 16 and 18 weeks and be aligned with Carnegie Units. Students will earn 0.5 credit for each SGI-based semester course completed.

PIE–New Orleans will expect students who are completing their coursework via Guided Independent Study (IS) to maintain a credit-attainment rate comparable to that of students in a traditional school environment. Students will enroll in between two and three IS semester courses simultaneously in order to achievement the credit attainment goal. Students will meet with their IS teacher a minimum of two times per week, and students who pass an IS course will be expected to enroll and begin another IS class upon determination of the final passing grade. Each completed IS course will be aligned to Carnegie Units and students will earn 0.5 credit for each completed IS-based semester course.

Pathways In Education – New Orleans will expect students who are completing their coursework via Online Learning (OL) to maintain the same pace as those students learning via IS or SGI. Students who wish to enroll in OL must receive approval from their IS teacher or a PIE–NO administrator. The student’s IS teacher will monitor a student’s progress through the OL curriculum on a weekly basis, and students who do not make adequate progress will be withdrawn from OL and enrolled in comparable IS or SGI course. In addition to their IS teacher, students enrolled in OL courses will have access to credentialed teachers via the online platform and will also have access to make appointments for help with subject area-certified teachers in the building. Tutors will be available at the school site for all students, and students may always schedule time for additional support from their IS or SGI teachers.

Pathways will provide students with the experiences, strategies, skills, and support they need to successfully complete high school and enter post-secondary education and/or work. Curriculum will be aligned with Common Core State Standards (CCSS) and Louisiana Grade Level Expectations. CCSS aligned curriculum helps to ensure endurance, readiness, and leverage (Reeves) by unwrapping (Ainsworth) the concepts and skills that students must know to be prepared to apply skills and tools that will lead to post-secondary success.

One of the foundational components of the PIE-NO educational program will be each student’s Individual Learning Plan (ILP). The ILP will be aligned to Louisiana’s high school graduation requirements, college and university admission requirements, and each student’s long-term academic or professional goals. The ILP will document a student’s past academic performance as well as articulate the student’s future goals. The ILP will also identify personal struggles a student is facing (e.g. family or job commitment), academic accommodations that a student may need to succeed, and the student’s academic history at PIE–New Orleans

The ILP will enable teachers and staff at PIE–New Orleans to determine the best methods for improving a student’s educational outcomes. For example, an ILP may specify that a student be assigned to Direct Instruction or Guided Independent Study classes because the student has limited internet access outside of the school or the ILP may recommend online learning courses because the student is working full-time. The ILP is utilized consistently as a tool for monitoring growth against student-created goals in a myriad of areas including academics, attendance, personal growth, behavior, and post-secondary targets

PIE-NO will plan coursework to address the whole student. The Pathways curriculum will challenge students to meet rigorous academic standards, meet their personal needs and create a foundation for them to reach their post-secondary goals.



Curriculum for each instructional delivery system has been carefully selected to provide the target population with the support they need in order to thrive academically. PIE-NO’s subjects and curriculum standards are outlined below:

Subject Area	Primary Standards	Supplemental Standards
English Language Arts	Common Core State Standards for English Language Arts and Literacy	AP English
Mathematics	Common Core State Standards for Mathematics	AP Math
Science	Louisiana Science Standards and grade level expectations	Common Core State Standards for Literacy in Science
Social Studies	Louisiana Social Studies Standards and grade level expectations	Common Core State Standards for Literacy in Social Studies
Health/Physical Education	School Health Standards	
Career Education Electives	PIE-developed	

The **English Language Arts curriculum** for PIE-NO will be aligned to the Common Core State Standards (CCSS). The standards are designed to help all students develop the critical thinking, reading comprehension, writing, listening, and speaking, as well as advanced language skills that are needed for future success. These skills will be embedded throughout the curriculum in all courses, allowing students to increase their literacy skills and use language effectively in a variety of content areas.

PIE-NO will implement a comprehensive **math curriculum** that is aligned to the CCSS for Mathematics, including the Standards for Mathematical Practice. Math standards will be addressed in a linear fashion, as required by the sequential, skill-building nature of the subject, and practiced throughout each course to maintain and reinforce learning.

The **science curriculum** for PIE-NO will be aligned to the Louisiana state Science standards and grade level expectations. These standards are aligned to the math and English Language Arts standards, allowing students to make deeper connections across disciplines.

The **social studies curriculum** for PIE-NO will be aligned to the Common Core State Standards and the Louisiana State Standards ad grade level expectations. These standards will be taught in coordination with the English Language Arts standards to focus student learning in an authentic manner with reading selections of a historic nature.

PIE-NO will offer **world language courses** through a blended learning format through Edgenuity and Apex online curriculum providers. Spanish I and II will be required coursework and Spanish III and IV will be optional electives. The standards for these courses are based on the American Council for the Teaching of Foreign Languages Standards, which are aligned with the CCSS for literacy.

PIE-NO curriculum for **health and physical education courses** will address standards that are aligned to the Louisiana State Health and Physical Education standards. Students will select activities suitable for physical fitness and lifelong recreation. Students must perform at least 30 minutes of an activity for it to count and also complete a research report on nutrition and healthy lifestyles.

Through a multitude of resources, students will plan post-secondary goals, explore various types of careers, research colleges and ways to support themselves, and will plan and enact a growth plan designed to get them from high school graduation into a rewarding career. Pathways will offer **ACT, PSAT and SAT preparation courses** along with coursework including but not limited to Financial Literacy, social sciences and Media Literacy.



A variety of **Advanced Placement courses**, including English, math and history, as well as elective courses will be available for those students who desire to progress beyond the core subject areas. Teachers will encourage students to enroll in advanced courses in order to help students see their potential in high school and college.

The PIE curriculum development and selection team is focused on a) backwards design as the most effective way to develop curriculum, b) ensuring a standards-based, focused curriculum, c) using effective instructional strategies throughout the curriculum to enable student success, and d) providing concise, constructive feedback in the process of mastering content knowledge.

While the idea behind the backwards design is not a new concept, it has now taken the forefront among curriculum designers. This idea, coupled with research verifying its effectiveness, is why Pathways has chosen to adopt the Understanding by Design (UbD) framework for curriculum development (Wiggins & McTighe, 2005). EMS has developed a focused, robust curriculum that addresses concepts the students must know and adherence to state-adopted standards.

With a foundation in the CCSS and with a focus on the whole student, all PIE-NO students will be nationally and internationally competitive, educated individuals in a 21st-century global economy. This is accomplished through the setting of high standards that are recognized nationally, providing rigorous, challenging, and relevant instruction, and building an understanding of essential skills that will be used to achieve post-secondary goals.

For Independent Study classes, curriculum will include specifically-designed units of work that support mastery of learning standards, progression towards higher level coursework, and ensure support for students. Student Activity Workbooks are utilized across Pathways schools and tailored to meet the standards defined in each state of operation.

Small group classes will include a combination of online, student activity workbook units, and teacher-created lessons that combine to provide students with a teacher-directed experience that exposes students to a variety of delivery formats, while supporting them in a small group setting. All curriculum, regardless of format, will be aligned to defined learning standards for mastery of course content.

PIE-NO will also offer complete courses and portions of courses that are available online. Online courses or blended courses, that use multiple teaching strategies, are defined as instruction consisting of teacher-to-student, student-to-student and/or student-to-content interactions that occur through digital and/or Internet-connected media. Teachers are able to successfully enhance their lessons, complementing teacher-directed activities, replacing entire units, and using Apex or Edgenuity Learning curriculum in many ways to supplement classroom instruction. The combination of face-to-face classroom methods with the online delivery of instructional content forms an integrated instructional approach resulting in increased student outcomes. This “flipped classroom” inverts traditional teaching methods, delivering direct instruction outside of the classroom. Time at home is used for initial direct-instruction and time in class with a teacher is spent applying learning and clarifying concepts through meaningful activities. Student understanding deepens as they think critically, collaborate with peers and solve problems.

Online learning courses include offerings from Apex Learning and Edgenuity which both offer real-time data collection, allowing for constant monitoring of student progress and performance. Both platforms determine the best way to help each student achieve. Apex Learning is known for its rigorous content with multiple avenues and levels for students to access and learn. These curricula meet the needs of students who are reading below grade-level and ELL students as well as those taking Advanced Placement (AP) courses. Regardless of the level of a course, all students acquire mastery of the standards and are prepared for to perform at proficient on state standardized tests.

PIE-NO will expose students to a variety of career and/or college paths, introduce them to the multiple resources they can use to explore their goals, provide instruction in financial planning, and offer students hands-on experience through the following courses:



Pathways to Extreme Success, developed by the Pacific Institute, is a .5 unit researched based course that teaches students to recognize self-defeating tendencies and take control over their futures and daily decisions. Through this course, students use specific tools to 'lock in' on thinking that leads to making positive life choices

Leadership and Career Development also helps students to achieve the emotional and social development that is crucial to their success in school and beyond. Particularly for credit deficient students, the building of self-confidence and resiliency is crucial to ensuring success by making clear connections between success in high school and future goals and aspirations.

Advanced courses (Youth Impact, College Impact, Career Impact, and Art Impact), encourage students to work collaboratively on projects designed to enhance collaboration, assertiveness, resiliency, organization, goal setting, and project management through direct "hands on" experiences.

Service learning and experiential learning help students increase their career and vocational awareness, building upon the life skills first addressed in the Leadership and Career Development course.

Career Awareness courses provide opportunities to learn professional etiquette, attain basic Microsoft computer skills, explore potential careers, and receive thorough training in each step of the job application and acquisition process.

Career and College Skills requires a concluding project to be a personal portfolio and a mock interview with professional recruiters.

Senior Seminar course will engage seniors in a variety of activities and assignments that will help them prepare for life after high school. Topics such as college planning, life skills and career skills are part of the course.

Career Academy, is a small learning community within the larger school where students learn about particular vocational fields that match local industry in the vicinity of the school site(s). It offers students a safe and supportive learning environment where they can develop relationships with peers and adult role models. The Career Academy will offer concrete vocational skills through internship or apprenticeship experience.

PIE-NO will vigorously track student progress through weekly credit attainment, attendance, and online formative assessment results. The Pathways Accountability Department and information system vendor work closely to ensure the aggregation and reporting of this data on a regular basis. In addition, we will ensure that this information is available to teachers and other school staff using customized reports and Tableau business intelligence software. This information will be regularly discussed at in-services, instructional staff meetings, operational meetings, etc. This individual and cohort student data will also inform our Professional Development modules for staff, on an ongoing basis.

PIE-NO will use formative assessments at the end of each course unit (10 units per academic credit) that use a variety of test types to ensure content mastery. The curriculum will be aligned to state standards and be consistent with organizational and school goals. Such assessments will be given to each student 2-3 times a week and will be an imbedded part of the student academic experience. In addition, two summative assessments will be given for each core course (at units 5 and 10) to demonstrate a semester's worth of content mastery.

In addition to course assessments, PIE-NO will use Renaissance Learning's STAR longitudinal assessment to gauge student academic progress against a broader nationally-normed curve of similar students. These assessments will be given during the initial enrollment process and then three times per year during Fall, Winter, and Spring windows. These tests are not specifically developed for a specific state, but they are adaptive and will provide Pathways In Education – New Orleans with updates on student levels of progress in Reading and Math.

The Pathways Team from EMS will be responsible for providing the professional development program and off-site training for all PIE-NO employees. PIE-NO leadership will ensure that all staff are prepared for serving the target student population and equipped to handle the projected growth plan and changes that accompany school expansion.



Through the Pathways team at EMS, PIE-NO will provide comprehensive staff professional development throughout the year to ensure that students are always the beneficiaries of sound, effective instruction and support. Because PIE-NO intends to serve a population with extensive academic, social, and emotional needs, and its education and support programs are so individualized, the school has developed a training program to ensure teachers are fully inducted into the program model and understand its specialized components. As part of its yearly professional development, PIE-NO will also provide training to staff on implementation of plans for 504, Special Education, ELL, and Migrant students.

For new teachers, PIE-NO will conduct an induction/training program to create a foundation and develop teacher skills for working with the targeted population. Four days of training will occur over a two-week period prior to the opening of school so that new teachers can apply learning immediately. Training will cover the education model, school culture and effective strategies for working with diverse populations,

Staff will be trained during summer PD and on an ongoing basis throughout each school year on curriculum implementation, updates and revisions to existing courses, provision of cross-positional support for students, intervention strategies, APEX and Edgenuity use and support, individualized scheduling strategies, student cumulative file maintenance and effective student progress documentation techniques, work quality assurance, as well as a myriad of other curriculum and instruction-related topics.

PIE-NO will provide extensive professional development on how to use data to impact student achievement. These will be a required trainings for school leadership and all instructional staff. Additionally, Powerful Teaching/SMART GOALS and Student Information and Technology are workshop topics that will focus on student metrics, technology use, and the importance of data analysis and changing of instructional practice and interventions based on student data. Regular data days will be conducted with all PIE-NO staff to ensure connection between data and instruction/interventions.

Pathways will subscribe to the Specially Designed Academic Instruction in English (SDAIE) method for English Language Learners, and will modify these strategies for students across the learning spectrum. Through the use of graphic organizers, multimedia, alternative assessments, providing background knowledge and engaging students' prior knowledge, the Pathways curriculum will make concepts and skills easy to understand, acquire, and apply. Staff will receive direct training on implementation of SDAIE, as part of professional development programming.

2. PIE-NO's adopted instructional strategies have been developed to meet the particular developmental needs of at-risk adolescents, are research-based and proven to be aligned to the particular needs of our target student population. PIE-NO professional development will focus on the instructional strategies that are part of the educational program with specific emphasis on the implementation of strategies to use with at-risk students.

The key pillars of the PIE-NO instructional model include:

- Guided Independent Study with individualized curriculum
- Small Group Instruction (SGI)
- On-line Learning
- Academic Mastery
- Experiential Learning

Guided Independent Study - Guided independent study is a personalized learning format that extends student opportunities. Students will work at their own pace in the classroom and at home to earn academic credit by completing each instructional unit. Units often contain Internet activities, essay writing, and various methods of assessing student learning, thereby allowing each student to tailor his or her own work schedule around personal needs and responsibilities. Students are tested on each unit to receive credit before starting the next unit. Students will receive one-on-one support by participating in twice-weekly meetings with teachers, as well as meetings with student advisors to discuss post-secondary options.



Interventions for students with below grade level reading and math scores on diagnostic learning assessments will include enrollment in remedial courses and access to tutors. Remedial coursework and tutoring will be offered in a manner for students to take advantage of the unique structure of the curriculum and to provide additional support as they matriculate through their ILPs.

The flexibility of the individualized model will also enable students to take advanced placement courses and college dual enrollment to assist students in admission to four-year universities. PIE-NO is currently discussing partnerships with Delgado Community College and the University of New Orleans to allow students access to college level courses.

Small Group Instruction - Small group instruction is a research based instructional strategy that will be used at PIE-NO. Students who are struggling to meet the demands of the curriculum or who desire more classroom-based direct instruction can complete courses through small group instruction, which is content specific classroom-based instruction in 2-4 hour blocks with no more than 10-15 students. A single-subject certified teacher will support a group of students and will address variation in achievement levels among students. Through small group instruction, students can earn credits in English, Algebra, Geometry, and Science. These courses are offered two times a week and run for 10-14 weeks each.

Online Learning - Online Learning offers another format for students to use to access the general curriculum. Students can complete course requirements with the online option for study. The online curriculum will accommodate various reading levels by utilizing a variety of technological features that lend themselves to effective instructional strategies including spoken text, transcripts of videos, interactive dictionaries, and for mathematics courses the ability to have the text read to the student in Spanish if necessary. Online learning is an option for students who are intrinsically motivated, as well as those with a greater inclination towards a digital presentation of content. The selection of the Online Learning option is negotiated with the teacher and considers students learning styles, personal challenges, and online access.

Academic Mastery – The PIE-NO instructional program will create a process for students to continuously improve their academic performance without the boundaries imposed by a traditional classroom or school year. Mastery Learning requires teachers to differentiate instruction and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. PIE-NO's intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student at their level and assisting in their continual progression toward high school graduation.

Experiential Learning - Social-emotional learning through experiential activities and community services is embedded within the program. Expectations for experiential learning and community service include:

- Students will challenge themselves to move beyond their current level of comfort
- Through awareness student will engage in introspection
- Students will develop an appreciation for teamwork
- Students will develop their leadership skills
- Students will have a social awareness of others, including the ability to care for one another.

The expectations are accomplished through off-campus trips and activities offered to students, which will expose students to various aspects of society that they may otherwise not experience. The following are the experiential opportunities that will be provided to PIE-NO students:

Rocky Mountain Pathways Ranch (RMPR), a nonprofit organization located in Allenspark, Colorado on 56 acres near the edge of Rocky Mountain National Park, offers, at no cost to students, experiential learning camps in which students operate an existing dude ranch. This enhances student learning by involving them in various ranch-oriented activities, which will count



toward community service credits. The RMPR program is designed to push students to step out of their comfort zone and into an area of personal growth and development. Students care for ranch animals and learn to saddle and ride horses.

Blackbird Farm is another experiential learning opportunity for PIE-NO students. Blackbird Farm is in Northern California and promotes environmentalism, personal growth, and community involvement through various student programs. During 10 day trips to the farm, students seed, plant, water, and harvest a garden, and use those same crops in Farm to Table classes, which provide immersive instruction in bread making, fruit preserving, and cheese making. These courses help students connect the dots to see where their food begins and how it ends up on their plate.

Community Service Camps enable students to participate in a two-day overnight experience, volunteering their time and their efforts with nonprofits such as senior citizen homes, conservation organizations, and animal shelters. Community service activities allow students to explore what humanitarian causes mean the most to them and instill in them a strong sense of community awareness. All experiential and community service programs are free to PIE students. PIE-NO will take groups of students on experiential learning trips beginning in year one of operation.

Additionally, as PIE-NO grows in enrollment, national and international trips such as Washington D.C., Cuba, China, and others will be added to the program offerings.

Strategies Embedded within the Methods of Instruction (SDAIE) has proven to provide successful strategies for all students, not just English Learners. Teachers will provide instructional strategies specific to each academic discipline and appropriate to each course and will incorporate the following strategies across all subjects during small group instruction, individual support, and online learning:

Modeling - The teacher starts a lesson with a stimulus such as a word, phrase, picture, or object and records all student responses, then introduces and demonstrates the concept, providing practical examples in the context of the learning objective

Providing Contextual Clues - In a large group, small groups, or individually, students will view a word or phrase and the teacher shares related ideas, images, and feelings

Grouping and Cooperative Learning - Students pair/share ideas about the concept and report back to the larger group

Realia - While demonstrating a learning activity, the teacher uses props or examples

Checking for Understanding/Formative Assessment – Students will read an excerpt or selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks, and may also incorporate performance tasks at the end of the lesson

Organizational Tools:

- Graphic organizers
- Word maps
- Story charts
- Venn diagrams
- Know, Wonder, Learn (KWL) charts

Pathways has adopted the Optimal Match Model, developed by Halbert and Nancy Robinson from the University of Washington, and refined by Bill Durden and Betsy Strock at Johns Hopkins. This model will assist teachers in matching curriculum, instruction, and assessment to any student’s learning style and avoid the use of a “one size fits all” approach to the development of the student’s Individualized Learning Plan. PIE’s educational model is based upon the theory that an



educated person in the 21st century will become a life-long learner who possesses the following skills necessary to meaningfully contribute to society at large:

Initiative and self-direction - Coursework will be offered through a blended learning format, consisting of guided independent study, small group instruction, and online learning. The guided, individualized learning format will include frequent and layered assessments to enable each student to become self-directed and work at his or her own pace to complete courses and achieve goals within a structured framework. The instructional model, outlined in the section on key pillars, is designed to support students to continually improve their academic performance with increasing independence.

Flexibility and adaptability - PIE-NO will offer at least 225 days per school year and the school will be open for extended hours every day, expanding into evening hours based on student need. This year round scheduling design will accommodate all students, including those with disabilities and English Language Learners, and will help them maintain momentum and a trajectory of sustained progress in completing an Individualized Learning Plan (ILP). Through the flexibility of the individualized curriculum, PIE-NO will offer advanced placement courses and college dual enrollment to assist students in admission to four-year universities. We are currently in discussions with Delgado Community College and the University of New Orleans to develop a partnership that will provide students access college level courses.

Leadership and responsibility - PIE-NO will empower students to take responsibility for their education to recover academically and get back on track to receive a high school diploma. Often, at-risk students have little or no positive relationship with community institutions such as schools, local government, churches, etc. PIE-NO will create structured activities that nurture community relationships and encourage students to complete their education by demonstrating the powerful impact that their learning can have on the world around them. This initiative also complements the 10 hours of community service a student must complete as a component of their graduation.

Productivity and accountability - PIE-NO will help foster a learning environment that is conducive to successful course completion. Concentrating on fewer subjects at a time permits greater depth of learning in each subject area and allows students to perform at maximum proficiency, perceive greater control over their learning, and enjoy increased self-esteem and motivation. Teachers will work with students to develop ILPs that reflect a data and recognize the student's strengths and challenges. The ILP will be systematically reviewed and revised in an appropriate and continuous fashion through a teacher-led process that involves other educators at the school, the student and parent. Teachers will differentiate their lesson planning and instruction and will hold students accountable for meeting the agreed upon goals of the ILP.

The proposed methods of instruction are well suited to teach the CCSS and provide a variety of teaching strategies and formats to accommodate individual learning styles in each content area. Providing multiple methods of instruction in each content area will help students meet the school's academic expectations by ensuring understanding of the content. The methods of instruction also align with the school's mission by providing a variety of methods for student learning to ensure that students learn the material, can recall the information when needed, and apply the skill or concept to future situations. PIE-NO will use multiple strategies to ensure a successful transition to gainful postsecondary pursuits. Teachers will utilize planning guides to ensure proper courses are completed to meet the requirements for college admission, as well as communicate frequently with students and parents to track progress in the program and stay focused on a postsecondary goal. PIE-NO will use a database to track how many of its students attend college following graduation.

The described program and core instructional components and delivery models are used across all schools utilizing the Pathways model, including schools in Arizona, California, Idaho, Illinois, Louisiana, and Tennessee in order to effectively provide multiple levels of access so that students work at their current skill level while developing more advanced capacity and promote student success. An example of student performance based on this model can be found in **Attachment 13**, as noted above.

¹ Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). The costs and benefits of an excellent education for all of America's children (Vol. 9). New York: Teachers College, Columbia University



3. As the mission of Pathways In Education – New Orleans is to provide a flexible alternative to traditional school environments to better meet the needs of our targeted at-risk population, student daily and yearly schedules will vary based on student needs and this inherent program flexibility.

Students will complete course work through a blended learning model with some course work completed both at a physical site and remotely, including some online courses. PIE-NO has developed a calendar that will allow for at least 225 instructional days, during which students are required to complete 900 documented hours on course work.

The individualized program design permits students to enroll based on their needs rather than a specific calendar schedule. In this way, students immediately begin to access curriculum that matches their level of academic progress. Additionally, the year round calendar may remove the impact that lost momentum can have on students.

Pathways In Education – New Orleans will be open for extended hours every day, expanding into evening hours based on student need. Students can choose whether to attend class in the morning or afternoons, or at both times. The daily schedule has two blocks with the first three-hour block from 9:00 AM to noon. During this time, students are engaged in one of the following: small group instruction (10-15 students and a teacher with a single-subject credential in either English or math), or Independent Study, with one-on-one support from their assigned teacher and/or one-on-one tutoring, if needed. A break for lunch is provided between noon and 1:00 PM.

The second block of the day is between 1:00 PM and 5:00 PM. During this time, students work independently, similar to the morning block, or they meet with their assigned teacher if they need additional assistance with any of their work. Many students are young parents, are working full time, and have tremendous personal responsibilities that inhibit them from attending school on the traditional schedule. PIE offers an alternative for students to allow them the flexibility to achieve their academic goals while maintaining their personal responsibilities.

To highlight the flexibility and individualization inherent at PIE-NO, **Attachment 14** provides sample student schedules to illustrate variances in scheduling and course assignment, based on individual student needs. **Attachment 15** outlines the currently-planned events for the 2019-2020 school year.

4. The draft version of the PIE-NO Pupil Progression Plan is found in **Attachment 16**.

5. As Pathways In Education – New Orleans will serve grades 9-12 only; therefore, this question is not applicable.

Special Student Populations

All schools are obligated to provide services to students with identified disabilities and English language learners under Federal law, and state law and BESE policy also provide for (but do not mandate) services to students identified as gifted/talented.

- (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.
 - a. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with exceptionalities,
 - b. Plans for promoting graduation for students with exceptionalities,



- c. Plan to develop partnerships and connect students with disabilities and their families to outside agencies, and
 - d. Plan to discipline students with disabilities in an equitable and fair manner, in accordance with the IDEA.
- (2) 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 English Language Learners. Include specific instructional programs, practices and strategies the school will employ to ensure success both academically and socially, as well as equitable access to the core academic program for these students.
- (3) Describe plans for identifying, evaluating, and serving gifted and/or talented students. If the school will not provide gifted/talented instructional services as described in BESE Bulletins 126, 1508 and 1566 please indicate. If applicable describe the instructional programs, strategies, and supports that will be provided to ensure the success of intellectually gifted and/or talented students.
- (4) Provide as **Attachment 17** the relevant job description(s) and, if applicable, **Attachment 18**, resumes for individuals responsible for Special Education evaluations and/or service provision.

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

1. Pathways In Education–New Orleans will promote equitable access to educational opportunities to students with disabilities in accordance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title III of the Elementary and Secondary Education Act (ESEA).

The Pathways team at EMS, the planned charter management organization, currently supports provision of special education services for students in Arizona, California, Louisiana, Idaho, Illinois, and Tennessee. The contract between Pathway In Education – New Orleans, Inc. and EMS will specifically obligate EMS to serve all special education students who enroll at PIE–New Orleans. EMS may either provide these services directly or may contract these services to a third-party special education service provider. Though PIE–New Orleans and EMS may reach out to the chartering district for support or guidance, PIE–New Orleans will not expect OPSB to provide any specific services for Special Education on the school’s behalf.

To meet these requirements, PIE–New Orleans will employ a full-time teacher certified to teach special education students by the state of Louisiana and will also contract with a third-party special education services provider to give the special education teacher(s) on-going support and training. PIE–New Orleans will subsequently hire an additional special education teacher if the caseload requires.

The role of the PIE-NO Special Education teacher(s) will be to monitor each identified student’s academic progress and work closely with each identified student’s Small Group Instruction and Guided Independent Study teacher to modify instruction and adapt assessments to ensure that each identified student is receiving the support(s) they are entitled to by law. Additionally, the special education teacher(s) will draft and implement Individual Education Plans (IEPs) in accordance with each identified student’s documented disabilities. The special education teacher will monitor each identified student’s academic progress and work closely with each identified student’s Small Group Instruction and Guided Independent Study teacher to modify instruction and adapt assessments to ensure that each identified student is receiving the support(s) they are entitled to by law. At any time, PIE-NO administrators, teachers, or parent(s) or guardian(s) may request the formation of a Student Study Team (SST) to evaluate a student’s eligibility for a 504 Plan or to receive special education services and the Special Education teacher will be the facilitator of this process.

As such, students with disabilities may be eligible to receive special education services in order to ensure that the unique needs of students with disabilities are met. The core purpose of special education at PIE-NO will be to provide specially-



designed instruction and intervention to students with disabilities, as well as give them access to the same educational programs and/or activities that are available to nondisabled peers.

Placement: PIE–New Orleans will implement an inclusive special education model that promotes the placing of special education students in the least restrictive environment. PIE–New Orleans will offer the full continuum of services to special education students, and students will be educated in general education classrooms whenever possible.

Students who enroll at PIE–New Orleans with an existing an IEP will be provided services in accordance with their IEP immediately upon enrollment, with a review and transfer meeting to take place within thirty (30) calendar days. PIE–NO will proactively engage in a Child Find through a variety of means, including Response to Intervention (RtI). SGI and IS teachers will be trained to identify students who may be eligible for special education services, and the school will make information regarding special education services available to parents at the school site and on PIE–NO’s website. The school will respond to parents or guardians who request an evaluation for special education services for their student within 15 days of the request.

PIE–New Orleans will use RtI as the foundation for the school’s special education identification process and PIE–NO’s RtI process will include the following three tiers:

- **Tier One:** students will receive the core, enrichment, and/or accelerated instruction as applicable.
- **Tier Two:** students needing strategic support will be grouped in accordance to need and shall not exceed six students per group. Core instruction will include differentiated instructional strategies and will be supplemented with 30 minutes of intervention for every 60 minutes of core instruction.
- **Tier Three:** students needing intensive support will be grouped in accordance to need and shall not exceed four students per group. Core instruction will include differentiated instructional strategies and will be supplemented with 60 minutes of intervention for every 60 minutes of core instruction.

Students who receive the third tier of intervention and do not show academic improvement will be assigned a Student Study Team (SST). The SST will consist of a special education teacher, an SGI or IS teacher serving the student, the student him or herself (if over the age of 14), and the student’s parent(s) or guardian(s). PIE–New Orleans or the student’s parent(s) or guardian(s) may also ask that a specialist participate in the SST.

The SST will serve the following purposes: 1) to identify data-based student needs; 2) to develop a set of program support alternatives; and 3) to select alternative accommodations and adaptations most appropriate to the referred student. When evaluating a student, the SST will review student records, review assessment results, conduct student interviews, and observe the student in a variety of academic settings, including in the classroom, during informal testing, and during formal testing. The SST will implement interventions encountered by a variety of students and will use a collaborative approach to assist students who are not demonstrating satisfactory progress. The SST will offer suggestions, organize resources, develop remediation plans, clarify issues, and establish accountability.

The SST will evaluate a referred student’s response to evidence-based interventions, accommodations, and modifications in order to determine if a referred student is eligible for special education services. If the SST determines that the referred student is eligible for special education services, an IEP team will be created to identify which services the referred student will be eligible to receive. The IEP team may be consist of the same individuals as the SST or of different teachers or specialists who have the expertise needed to better meet the educational needs of the referred student. At all times, however, the IEP team will have a special education teacher employed by PIE–New Orleans, an SGI or IS teacher employed by PIE–New Orleans, and the referred student’s parent(s) or guardian(s).

A student identified as eligible for special education services will have these services described in the identified student’s IEP.



The IEP will identify a student’s academic and behavioral goals, PIE–New Orleans will monitor student progress towards their IEP by charting, observation, and assessments. Student progress towards IEP goals will be shared with parent(s) or guardian(s) on a quarterly basis or as provided by the IEP. In case of a special education student not making adequate progress toward IEP goals, an IEP meeting will be held to identify additional interventions, supports, and related services to assist the student.

PIE–New Orleans will provide all services and instruction for students with disabilities in conformity with each student’s IEP and in compliance with IDEA and all applicable Louisiana laws. If a student requires a service that is not readily accessible through PIE–New Orleans existing staffing or support services, PIE–New Orleans will subcontract with a third-party special education provider to provide these services. If a student is not eligible for special education services through IDEA, the student may be eligible for appropriate educational services through Section 504 of the Rehabilitation Act of 1973.

PIE–New Orleans will also address the needs of students who are considered “handicapped persons” but not necessarily eligible for special education by providing these students with a FAPE consisting of the provision of any related aids or services designed to meet the student’s individual needs as activities (e.g. field trips, community service events, graduation).

PIE–New Orleans will ensure that its school facilities are ADA-compliant and that the school’s nonacademic and extracurricular services and activities are held at ADA-compliant facilities whenever possible. For nonacademic and extracurricular services and activities that cannot be held at ADA-compliant facilities (e.g. nature hikes), the team at PIE–New Orleans special education team will pursue all options available to ensure that students with disabilities are able to equally participate in the activity. If participation is not possible, PIE–New Orleans will identify an alternative experience that meets the same learning goals. This experience would be available for all students so that students with disabilities do not feel excluded from the school community at PIE-New Orleans.

The IEP team will review and analyze each special education student’s academic progress multiple times throughout the year. This review will include an evaluation of the special education student’s credit attainment rate, attendance, grades, standardized test scores, and other performance and behavioral data. The decision to transition a student receiving services out of special education will be made with input from all members of the student’s IEP team. If a student is transitioned out of special education, the student’s SGI or IS teacher will monitor progress closely and ensure that the student is making sufficient progress in his or her coursework. Students who transition out special education, but fail to make progress will be reassessed and an initial IEP meeting will be held. In addition, a student over the age of 14 or a student’s parent(s) or guardian(s) may request reinstatement of special education services. At that time, PIE-New Orleans will conduct an assessment and hold an initial IEP meeting, to initiate the process.

The principal of PIE–New Orleans and special education teacher(s) will be responsible for evaluating the special education program’s success and identifying areas of improvement. To evaluate the special education program, the principal and special education will review data (e.g. student progress towards IEP goals), compare the performance of special education students with non-special education students, and consider formal and informal feedback from special education students, parent(s) or guardian(s) of special education students, and teachers. In addition, PLCs will help identify areas of strengths and weaknesses in the special education program for Pathways In Education – New Orleans and inform the school’s professional development.

To ensure student protection, continuity of services, and compliance, all PIE-NO staff will be trained in the following areas, as related to students with disabilities:

- Special education identification process and Student Study Team meetings
- Collaboration between special education and general education and instructional compliance with an identified student’s Individualized Education Plan (IEP)
- Participation in IEP meetings
- Difference between IEPs and 504 Plans



To ensure the effective engagement of students with exceptionalities in pursuit of graduation, the Special Education teacher will work closely with the College and Career Advisor, principal, and regular education teachers to ensure adequate progress in coursework and to promote participation in senior cohort activities. Whenever possible, the Special Education Teacher will engage in the planning and execution of senior cohort activities to support successful participation and engagement of those students and ensure necessary accommodations. Progress towards graduation will be discussed at each IEP meeting, parent conference, and ILP revision meeting and involve all administrative and instructional personnel, as well as the student and parent (when applicable). Teacher-specific data will be collected by EMS and local PIE-NO staff around credit attainment rates for this population of students and engagement with regular education personnel around this data will take place on every site-based data day.

As part of individualized student planning, partnership information around workforce development, extracurricular pursuits, and other related services will be discussed in IEP meetings in order to ensure students with exceptionalities and their families have information about and access to the PIE-NO partner organizations and the opportunities with them. The Special Education Teacher and College and Career Advisor will work together with the Independent Study teacher and family to ensure that any needs specific to the student are addressed when establishing off-site opportunities for students and will perform site visits on a regular basis to ensure full access and inclusion in these opportunities.

School rules will be clearly posted throughout the school site and apply to all students, including those with exceptionalities; however, students who are involved with special education are protected by additional procedures. Special education students have extra protections to ensure that the schools do not punish them for behavior resulting from their disability. Also, discipline measures may disrupt the student's placement to such a degree that there is essentially a change in placement, which requires parental consent.

Special education students may be suspended for up to ten (10) cumulative days during the school year. And on the day on which the decision to discipline the student is made, the parents shall be notified of that decision and of all procedural safeguards accorded to them under the state and federal laws. There is no requirement for the LEA to provide the student with a free appropriate education during these ten days; however, Pathways will send home goal-aligned work for students to work on during this time.

Before the 11th day of the suspension of a student with exceptionalities, the IEP Team will reconvene to determine if the behavior is a manifestation of the disability, known as a Manifestation Determination. If IEP Team determines that the behavior is a manifestation, the PIE-NO Discipline Policy will not be applied, and instead, the team will revise the IEP to meet the student's specific and identified needs. Parents will be afforded their Due Process Rights through all steps of this process.

- If the team determines that the student's actions were in fact a manifestation of his or hers disability, then the child's IEP must be reviewed to determine whether a change of placement or program is necessary and the student cannot be suspended. (Through the IEP process, a change in placement may be made, but the student's IEP services and F.A.P.E. services (Free Appropriate Public Education) cannot be withheld).
- The infraction may be found not to be a manifestation of the child's disciplinary measures and in such cases the parents must be apprised of their right in writing to pursue a due process hearing to challenge the IEP team's manifestation determination and any resultant change in placement. Any student with a disability, who is excluded from school, whether or not the reason for exclusion is related to the student's disability, will continue to be provided with free appropriate public education.

Specific interventions and consequences are provided in the discipline policy section of the student handbook and student IEP goals can be developed by the IEP team for students requiring more intensive behavior interventions. Examples of appropriate interventions may include changing a student's appointment times with teachers or small group instruction, providing the student with a semi-private work area, creating behavior contracts, determining positive reinforcement for the



student, and outlining clear consequences in the event the behavior continues.

All disciplinary procedures for students served through Special Education will follow the processes as outlined in the Pathways In Education – New Orleans Student Handbook.

2. Pathways In Education – New Orleans recognizes that ELL are non-English language background students whose level of oral, reading, and written proficiency in English does not allow them to fully benefit from the curriculum and can create significant difficulty in regular classroom curriculum without specially-designed modifications. As ELL students have not yet met the definition of fluent English proficient, PIE-NO recognizes that their inability to understand, speak, read, or write the English language could exclude such students from effective participation in the educational programs offered by the school, therefore PIE-NO will take appropriate action to rectify the English language deficiency in order to provide the student equal access and participation in its programs. PIE-NO will implement this plan to ensure appropriate instruction and ELL services for students in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education, and state, and federal law.

PIE – New Orleans will administer the ACCESS for ELLs 2.0 exam to all students whose information on the Home Language Survey (completed at the time of registration) indicates a language other than English. The results of the ACCESS for ELLs 2.0 exam will help PIE–NO staff determine the level of English language support services a student will require. Additionally, PIE-NO will utilize analysis of the student’s performance on assignments and tests, teacher analysis of work samples, and teacher observations, to help identify specific needs and formulate solid plans for addressing these language needs.

ELL strategies will be built into the SGI and independent study curriculum for PIE–New Orleans and is present in the Apex and Edgenuity Online Learning courses offered. PIE–New Orleans will also provide multiple ELL-specific trainings to teachers. At least one teacher within the school site will hold a valid ESL license and this ESL-licensed teacher will manage weekly monitoring of all identified EL students, manage administration of the Access 2.0 for incoming students, complete subsequent actions following testing including parent communication, identification processes, and ensure proper data reporting is completed through the site’s Compliance Coordinator. The ESL teacher will work with the student’s independent study teacher to ensure that EL students are enrolled in classes that support their language development, provide the best setting for subject area content and language acquisition skills, and ensure their access to (and desired engagement in) all school activities.

The ESL teacher will conduct all progress meetings with the students and families, work with any onsite test coordinators to ensure proper reporting for statewide assessments and monitor application of any relevant testing accommodations. The ESL-certified teacher will also provide direct and indirect support to identified EL students including scheduled time to support language development, partnership with other instructors to support SGI, IS and OL learning, and ensure compliance with all other requirements for EL students. The ESL teacher will work in collaboration with school leadership and the Pathways/EMS school team to ensure appropriate PD is delivered, assessed, and appropriate for school and staff needs.

As EL students make satisfactory progress and the required progress monitoring processes are completed, the ESL-certified teacher will follow state and federal guidelines to ensure that students are exited appropriately from ESL services, including a meeting with the student and a parent/guardian to provide information and answer questions, to structure ongoing monitoring beyond exit to ensure continued progress, and to follow up to ensure that necessary changes are made in student coding by the site’s Compliance Coordinator.

Parents and legal guardians will be consistently updated on their children’s progress, and parental notifications will be written in each family’s dominant language. PIE-NO will make efforts to obtain an interpreter for all family conferences as part of coordinated school efforts to keep all families abreast of information regarding the school and the progress of their children.

3. Pathways In Education – New Orleans fully recognizes that giftedness occurs across all racial, ethnic, socioeconomic, and social groups; therefore, PIE-NO will utilize a multi-step process to identify students across the school who exhibit particular talent, perform or show the potential for performing at remarkably high levels of achievement when compared with others



of their age, environment or experience. PIE-New Orleans will look for youth who exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields, per the federal Jacob K. Javits Gifted and Talented Students Education Act of 1988.

The PIE-New Orleans gifted identification process follows federal mandates and includes notification of parents/guardians of available services and identification processes for gifted and talented students, acceptance of referrals from students, parents, teachers and administrators, screening of all referred students by a school psychologist using achievement and aptitude measures, assessment and re-assessment of student eligibility against established criteria, and evaluation of all available student data for appropriate placement. A school-level team comprised of the designated gifted teacher, a classroom teacher, an administrator, a counselor, a school psychologist will work collectively to evaluate data and make a decision about identification and placement. The team will meet with the parent and student to discuss findings and make a plan for moving the student forward.

All PIE-New Orleans instructional and administrative staff will be trained in the characteristics of academic giftedness and the identification process to ensure access for students and smooth process implementation across the school. PIE-New Orleans will hire one content area teacher (for every 25 identified students) who also possesses a valid Louisiana Academically Gifted endorsement, to ensure appropriate services for students, as well as training and support for staff.

Due to PIE's strong support of students to discover their passions, all students, at-risk and gifted alike, are motivated to attend school and achieve their post-secondary goals. For gifted students and for all other students achieving above grade level, PIE-New Orleans will offer Advanced Placement courses and individualized educational planning. Student advisors will connect students with programs to express and advance their skills in their area of talent. Students will also be connected to community colleges offering college courses. PIE-New Orleans will partner with Delgado Community College and eventually, the University of New Orleans, to enroll students in dual enrollment programs. These dual-enrollment opportunities will allow Pathways students to take core courses such as English Composition I & II, General College Math I & II, Intermediate Algebra, and Biology, and others, as well as technical courses, in order to earn credits toward college graduation, based on their post-secondary plans.

PIE-New Orleans will ensure monitoring and progress evaluation of all gifted students through a robust combination of data collection and analysis, examination of written evidence, interviews, and classroom observations and meet regularly to discuss progress, adjust goals, etc.

4. **Attachment 17** includes a job description for the PIE-NO Special Education Teacher. At this time, a teacher has not been hired for this position nor has a contract been executed for outside work in this area, therefore **Attachment 18** is not fully applicable.

High School Specific Questions

OPSB requires additional information from applicants seeking to start, transform or convert a school serving grades 9-12 in Orleans Parish. Complete this section only if your application proposes such a school.

State and District Graduation Standards

- (1) Provide as **Attachment 19** an example of a daily schedule for a student attending your school as well as your school's academic calendar.
- (2) Detail each type of diploma your school will offer. Describe how your school will ensure every student is on a pathway to the diploma that best meets the individual student's interests and post-secondary plans. Describe how your school will implement the state's required Individual Graduation Plan, as well as the requirements of Act 833 relative to high school completion for students with identified disabilities.



- (3) Explain how the diploma pathways and credentialing offered by the school will ensure student readiness for postsecondary opportunities (college, trade school, military service, or entering the workforce).

Supporting Success for All Students – Truancy Prevention, Remediation and Intervention

- (1) Explain what systems and structures the school will implement for students in danger of dropping out and/or not meeting the proposed graduation requirements. Specifically describe any programs designed to support students who have fallen behind in credit accumulation or are at-risk of falling behind to encourage on-time graduation.
- (2) Describe any systems and interventions your school will employ to decrease truancy.

Ensuring College and Career Readiness

- (1) What features will your school implement to ensure all students not only graduate from high school, but graduate prepared for success in college and career? Specifically, how will your school ensure students meet the following, or articulate why your school may not offer these opportunities:
 - a. achieve a college going ACT score and/or career-ready WorkKeys score,
 - b. have opportunities to earn college credit during high school,
 - c. have opportunities to earn industry-based credentials (please provide information about the specific credentials students enrolled at your school will have the opportunity to earn)
 - d. have opportunities to engage in work-based learning experiences,
 - e. graduate with the knowledge, skills, competencies and experiences required to take ownership over individual post-secondary plans.
 - f. taking alternative assessments, with low incidence disabilities, are prepared to access to a variety of post-secondary options.

Strong Start – 9th Grade Transition Plan

- (1) How will your school ensure a successful transition into your school from 8th grade, and orient new students to your school?
- (2) How will your school use evidence based-strategies and interventions to support transitional 9th grade, and other students, who arrive 2 or more years behind? Please describe their path to graduation.

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

State and District Graduation Standards

1. The individualized Pathways In Education – New Orleans school program design permits students to enroll based on their needs rather than a specific calendar schedule. In this way, students immediately begin to access curriculum that matches their level of academic progress. Additionally, the year round calendar will also remove the impact that lost momentum can have on students, as students PIE-NO has a year-round school model with a summer component built into the calendar. This will enable students to continue attending school throughout the summer in order to achieve their academic goals.

The PIE-NO school site will be open for extended hours every day, expanding into evening hours based on student need. Students will be able to choose whether to attend class in the morning or afternoons, or at both times. The daily schedule has two blocks with the first three-hour block from 9:00 AM to noon. During this time, students will be engaged in one of the following: small group instruction (10-15 students and a teacher with a single-subject credential in either English or math), or Independent Study, with one-on-one support from their assigned teacher and/or one-on-one tutoring, if needed. A break for lunch is provided between noon and 1:00 PM.



The second block of the day will run between 1:00 PM and 5:00 PM. During this time, students will work independently, similar to the morning block, or meet with their assigned teacher if they need additional assistance with any of their work. As many students are young parents, are working full time, and/or have tremendous personal responsibilities that inhibit them from attending school on the traditional schedule, Pathways will provide them with the flexibility they need to make high school graduation and post-secondary pursuits a reality, while allowing them the flexibility to achieve their academic goals AND maintain their personal responsibilities.

2. Pathways in Education-New Orleans will serve students in grades 9-12. As such, the exit standards of Pathways in Education-New Orleans will align with state and district graduation standards and will follow the PIE-NO Pupil Progression plan, as found in **Attachment 16**. Students may earn a college and career diploma through either the LA Core 4 path, the Basic Core path, or Jump Start. Core 4 will be offered to those students who are pursuing a college path.

In order to graduate from high school, Pathways in Education-New Orleans will require all students to earn 24 total units; students who earn 23 total units will be able to obtain a Jump Start Diploma. Pathways in Education-New Orleans’s graduation requirements are aligned with Louisiana’s high school graduation requirements and mandate:

- 4 units of English
- 4 units of math
- 4 units of science
- 4 units of social science
- 3 units of electives
- 2 units of foreign language
- 1.5 units of physical education
- 1 unit of art
- .5 units of health

12th Grade Core Academic Exit Standards	
ELA	<ul style="list-style-type: none"> • Students will be able to complete higher level analysis of epics, archetypal narratives, medieval and romantic texts, tragedies, sonnets, and pastoral poetry. • Students will recognize the purposes behind the usage of soliloquys and allegories in literature. • Students will be able to analyze and deconstruct persuasive political speeches, argumentative essays, and expository texts from the critical perspective. • Students will be able to perform character analysis, construct resumes, and create and deliver multimedia presentations.
Math	<ul style="list-style-type: none"> • Students will be able to select and perform systems of equations. • Students will be able to complete algebra, geometry, linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions • Students will understand and be able to apply inverse trigonometric functions, applications of trigonometry, vectors and laws of cosine and sine, polar functions and notation, arithmetic of complex numbers, conic sections, and trigonometric ratios and functions.
Science	<ul style="list-style-type: none"> • Students will comprehend the importance of chemistry, compounds and molecules, balancing chemical reactions, electrochemistry, and phases of matter, liquids and solutions, acids and bases, and the foundations of organic chemistry. • Students will understand the connections between matter, forces, and energy, electrons and periodicity. • Students will understand the relationship between kinetics, entropy and spontaneity, quantum mechanics, energy in electrons and nuclei.



Civics	<ul style="list-style-type: none"> Students will be able to trace the roots of American Democracy, political parties, the Bill of Rights, and how government meets societal needs. Students will cognize the duties and responsibilities of a US citizen, the ways in which laws are enforced, the impact of judicial interpretations, the responsibilities of state, local, and regional authorities, and the role of state and local courts. Students will understand the importance of economic systems and the American economy, saving and investing, demand and supply, business organizations, competition and monopolies, financing and producing goods, marketing and distribution, the American labor force, the Federal Reserve System and Monetary Policy, and the Global Economy to the system of capitalism.
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All students will have the opportunity to take career courses that interest them and earn certificates in that area. All core classes will align with the Common Core State Standards. PIE-NO will require all high school students to earn 24 total credit in order to graduate from high school and will also offer the opportunity for students to obtain a Jump Start Diploma with 23 credits. PIE-NO’s graduation requirements are aligned with the Louisiana high school graduation requirements and courses, as shown in the tables below:

For Freshman Entering in 2014-2015 and beyond					
College and Career Diploma			Jump Start Diploma		
Subject	Required Units	PIE – Course Offerings	Subject	Required Units	PIE – Course Offerings
English	4	English I* English II* English III* English IV*	English	4	English I English II English III English IV
Mathematics	4	Algebra I* Geometry* Algebra II* Probability & Statistics Pre-Calculus	Mathematics	4	Algebra I* Geometry Algebra II Math Essentials Financial Literacy Probability & Statistics Pre-Calculus
Science	4	Biology* Chemistry* Earth Science Environmental Science Physics Physical Science	Science	2	Biology* Chemistry Earth Science Environmental Science Physical Science
Social Studies	4	US History* Civics* World Geography* World History*	Social Studies	2	US History* Civics*
Health	0.5	Health*	Health	0.5	Health*
PE	1	PE I* & II*	PE	1	PE I* & II*
	0.5	PE III*		0.5	PE III*
Foreign Language	2+	Spanish I, II, III	Jump Start	9	Journey to Careers*



		French I, II			
Art	1	Visual Art Art Appreciation Music Appreciation Art History			
Electives	3				
Total Units	24		Total Units	23	

**Required*

Both Credits must be in the same language

As a school focused on serving at-risk students, some of whom will be overage for grade, credit-deficient, and have faced other challenges in completing high school on time, PIE-NO acknowledges that there is a possibility of serving students who started high school prior to 2014-2015; therefore, the Core 4 and Basic Core requiring 24 credits each will be diploma options for Freshman who entered school prior to 2014-2015.

Successful completion of a course is determined by achieving mastery of the subject demonstrated through testing and completed work. Students receive credit for each successful completion (75% or higher) of each course.

PIE-NO will calculate a student’s GPA by taking the total grade points from the completed classes and dividing them by the total credit hours. Credits may be earned for grades “A” to “C” in all courses. The standard credit is .5 units for each semester course passed. Physical Education and most elective courses are standard credit (.5 unit maximum per semester).

As related to the Pathways instructional “unit” model, the table below shows grading criteria where an average score of 70% in each unit or course indicates that a student has proficiency and may move onto the next unit.

Percent	Grade	Details
93-100	A	Superior achievement. The student has excelled; work is of exceptional quality and stands apart
85-92	B	Above average achievement. The student has done more than is expected of a student who satisfactorily completed the objectives.
75-84	C	Average achievement. The student has satisfactorily accomplished the objectives of the course.
70-74	D	Below average achievement. The student has poorly met the minimum requirements.
69 and below	F	Failure to meet the minimum requirements. No credit and no grade points will be awarded.

All students are expected to attend high school for eight semesters; however, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Student classification aligns with the Orleans Parish classification standards. Transcripts will include the following:

- Internal credits,
- Students’ information,
- School information,
- Credit summary (grouped by subject area),
- GPA summary, and
- Vaccinations



3. The diploma pathways, partnerships, and mission-embedded model of Pathways In Education – New Orleans will ensure student readiness for postsecondary opportunities through the following overarching priorities and mechanisms:

- Strategically-aligned instructional methodology, directly promoting self-efficacy
- Utilization of Individual Learning Plans (ILPs)
- Intentional shifting of responsibility of education to the student
- Direct access and exposure to post-secondary programming and options
- Creation and delivery of needs-based, individualized support structures by teachers, support staff, administration College and Career Advisor, contracted service providers, and community partners
- Post-secondary access support such as FAFSA workshops, on-campus recruitment opportunities, College and Career fairs, college visits, technical school visits, and parent support events

Pathways will help students become college and career ready by helping them understand their postsecondary options through:

- Career and College Skills courses
- Career Opportunities
- Senior Seminar
- Vocational Education courses

Students will have access to a Student Advisor who will lead the development of and monitor an individualized post-secondary action plan that provides information needed for applying to postsecondary institutions. Along with this support, he/she will also meet with students and their families individually and in workshops to assist with financial aid. Pathways will evaluate the quality of these services by collecting and analyzing data regarding number of students who apply for colleges or universities, and financial aid.

As described in the Educational Program section of the application, the College and Career Advisor will work with PIE-NO students to increase awareness of and access to postsecondary options through: college tours, career awareness, senior seminar, financial aid workshops for students and families, career fairs and ACT/SAT/PSAT preparation assistance.

The diploma pathways, partnerships, and mission-embedded model of Pathways In Education – New Orleans will ensure student readiness for postsecondary opportunities through the following overarching priorities and mechanisms:

- Strategically-aligned instructional methodology, directly promoting self-efficacy
- Utilization of Individual Learning Plans (ILPs)
- Intentional shifting of responsibility of education to the student
- Direct access and exposure to post-secondary programming and options
- Creation and delivery of needs-based, individualized support structures by teachers, support staff, administration College and Career Advisor, contracted service providers, and community partners
- Post-secondary access support such as FAFSA workshops, on-campus recruitment opportunities, College and Career fairs, college visits, technical school visits, and parent support events

Supporting Success for All Students - – Truancy Prevention, Remediation and Intervention

1. The entire PIE-NO educational program is based on serving at-risk students, therefore the systems and structures for assisting students at risk of dropping out or not meeting graduation requirements are inherent in all aspects of our mission, vision and instructional program.

As evidenced in EMS’s track record included in **Attachment 13**, the curriculum has proven its effectiveness with the same



credit-deficient low-income populations in Caddo Parish, Louisiana California, Illinois, and Tennessee that will be targeted in Orleans Parish. Additionally, **Attachment 13** demonstrates programmatic effectiveness when comparing California schools using the Pathways model to schools serving similar student populations.

2. As Pathways In Education – New Orleans seeks to serve an at-risk high school population, the school features of individualization and flexibility both serve to help mitigate reasons why some students have experienced truancy problems at previous schools. Within this affected at-risk population, many students may be pregnant or parenting, working to help support households, impacted by lack of reliable transportation, or dealing with other circumstances that necessitate a tailored school schedule. By providing a schedule that is flexible and tailored to student needs, PIE-NO will be able to offset this issue for the majority of enrolled students. As previously described, PIE-NO will add evening and weekend hours, should student need indicate that such times are needed.

The mindset of the staff at Pathways will be that every student is capable and reachable, and to that end, staff will be dedicated to locating students who start to show early signs of disengagement. Home visits, work visits, evening phone calls by teachers and administrators will be routine and necessary to help some students make the needed connections between their potential and their future. Small class sizes and small numbers of students with each independent study teacher at any given time enable early and great visibility into student habits, student mindsets, and provide great potential for effective interventions.

Ensuring College and Career Readiness

1. Pathways In Education – New Orleans will implement ACT preparation courses through Edgenuity and in locally school-based courses and will support the attainment of increasing levels of ACT performance by ensuring students receive the appropriate interventions in RLA and math, based on incoming STAR assessment equivalent scores, from the time of enrollment. The curriculum selected by PIE-New Orleans will be rigorous and support students as they prepare for this and other career-ready exams, as outlined in the detailed Academic Model description.

PIE-NO is in the process of establishing partnerships with Delgado Community College and the University of New Orleans to ensure that dual-enrollment courses are available to students, to allow them to get a jump-start on college credit attainment, while finishing high school graduation requirements. Upon approval of this application, partnerships will be formalized through MOUs.

Through the aforementioned partnerships with Café Reconcile and Liberty’s Kitchen, Pathways In Education – New Orleans will be able to ensure that students gain meaningful on-the-job experience to help facilitate entry into hospitality, food service, and construction careers. Additionally, by partnering with Operation Spark, students will have the opportunity to earn and have the opportunity to earn industry-based credentials, specifically including web development, software development, JavaScript, and other certifications that will provide access to lucrative jobs for students with an interest in pursuing careers in the technology field. Through these, and other work-based learning experiences, students will gain entry into post-secondary life equipped with skills that will enable them to achieve long-term career success.

As previously mentioned, the educational plan and overall school design for Pathways In Education – New Orleans are both based upon the belief that an educated person in the 21st century, thus all Pathways students, will become life-long learners. One of the very first critical skills that will be developed during a student’s enrollment at Pathways will be that of **initiative and self-direction**.

Pathways In Education – New Orleans will empower students to take initiative and ownership of their learning while providing those students with meaningful opportunities to complete academic studies and progress towards a high school diploma and post-secondary goals. Pathways courses will be specifically designed to provide structured learning and individualized support for students who may not readily experience successes as sometimes indicated by mandated testing.



Coursework will be offered through a blended learning format consisting of guided independent study, small group instruction, and online learning. This format will scaffold learning and will include frequent and layered assessments to allow each student to work at his or her own pace to complete courses and meet goals within a structured framework. This early success in goal-attainment is the first step in a student taking full ownership for individual post-secondary plans.

Pathways staff will invest in each student individually, and collectively work with students to strategize, tackle tough problems, discuss goals and progress, and in many cases, establish the first truly positive relationships students have ever had with instructional personnel. The school culture will support celebration of successes, no matter how small, and create an environment where students support each other and work together to progress both individually and as a collective.

As an additional college-going support for students, Pathways In Education – New Orleans will be partnering with College Track New Orleans to provide younger enrollees with the opportunity to participate in their after school programming. The ten-year program at College Track will help remove barriers that often prevent students from earning their college degree by providing them with comprehensive academic support, leadership training, financial and college advising, and scholarships. The focus of this partnership is to ensure that students not only graduate from high school, but have the support they need to get to and through college, culminating in an earned degree.

Curriculum and instructional design for Pathways In Education – New Orleans has been specifically selected to best meet the needs of this at-risk population and its rigor, layered supports, tailored interventions, and scaffolded learning experiences. When coupled with meaningful relationships with instructors and other school personnel, students will not only graduate to pursue their dreams having gained the knowledge, skills, competencies and experiences required to take ownership over individual post-secondary plans, but they will be ready to take on life challenges.

Students will be prepared to access to a variety of post-secondary options through strategic work done with these specific partner organizations, as well as through school-provided access and entry points such as college and technical school campus visits, on-site recruitment events, College and Career days, attendance at local college recruitment events such as the New Orleans National College Fair (NACAC), the Q.U.E.E.N.S. Historically Black Colleges and Universities Fair, and others.

Strong Start – 9th Grade Transition Plan

1. Pathways In Education – New Orleans will ensure a successful transition into your school from 8th grade by ensuring students and their parents are well-informed about the instructional program and expectations. PIE-NO anticipates most enrolled ninth grade students to be students who are overage and already credit deficient, rather than first time high school students; however, PIE-NO does expect a small number of rising ninth graders to be overage and entering ninth grade for the first time.

For these first time high school students, Pathways In Education – New Orleans will do a thorough assessment of eighth grade report card data, as well as STAR RLA and math data, to ensure that these students get the right support from the very first day, enabling them to experience success at a rate that boosts their confidence and allows them to assimilate into the high school population more easily. Due to the nature of the school program, students of all grade levels attend classes simultaneously and are not divided by grade level or age, making the school environment particularly inviting to those who may be in a lower grade level than their same age peers.

New students will become well-oriented to the school through a structured parent-student orientation process that covers instructional methodology, course assignment basics, and academic, social, and behavioral expectations for students. Parents and students will then participate in a meeting with the student’s newly-assigned Independent Study (IS) teacher, who will serve as the instructional facilitator and overall case manager for the student. If the student has been receiving services through ELL, Special Education, or 504, the appropriate manager for that program will participate in this meeting as well.



At this meeting, the IS teacher will review the student’s transcript, review the student’s STAR scores in RLA and math, engage the student/parent in conversation about academic and/or other concerns about progress, and answer questions about how the overall Pathways enrollment will work. They will discuss scheduling needs such as jobs, home responsibilities, and transportation options and set a formal schedule for the student’s attendance. The IS teacher will assign two to three courses based on identified transcript needs and use available academic data to ensure the appropriate instructional delivery model for each (Small Group Instruction, Independent Study, or Online Learning).

New students will be sent home with work to complete on the day of orientation and be expected to return with it completed, to the best of their ability (with questions noted) at their next assigned day of attendance. This will provide the student, the parent, and the teacher with the opportunity to get a feel for the type of work that is required and also will enable the student to experience some success on their first official day of school. PIE-NO recognizes that this will be an ongoing process for some students and staff will be thoroughly trained on appropriate responses and ways to engage students around work that is not done, not complete, or not of high quality and they will coach students on remedies.

New students will be provided with the opportunity to engage with the principal and multiple other staff members during their first week of school and they will be truly surprised at the positivity, support, and genuine interest in their individual success.

2. By design and based on community need, PIE-NO seeks to serve a significant high school at-risk population, many of whom will be overage and/or credit deficient. The entire Pathways model is based on evidence based-strategies and interventions to support this specific population and all features of the school exist for the purpose of their academic re-engagement, targeted support, wraparound service provision, direct connection to local community agencies to meet external needs, and provision of access and opportunity for post-secondary engagement.

Students two or more years behind will be provided with strategic course assignment, schedule flexibility, and intervention access, as with all other students. Focused and ongoing conversations around their ILP goal attainment will center on post-secondary planning, life goals, and student progress. With this specific group of students, PIE-NO anticipates targeted work with the student’s Independent Study Teacher, College and Career Advisor and/or principal around potential graduation paths who will stress the critical nature of short term goal setting, as well as keeping these students focused on long term goals.

These students will follow the same graduation requirements as other students and be constantly reminded of their ability to earn more credits per school year, due to flexible class assignments, independent study options, and a year-round school schedule. In practice, a dedicated student completing quality work at a rate that is above normal expectations, could earn as many as 8-9 credits in a single school year, sometimes providing an opportunity to catch up with same age peers. Pathways In Education – New Orleans will maintain high expectations for work quality; therefore, where 6 credits per year is the average student expectation, students would not ever be expected to exceed 9 credits in a single school year. As with any student enrolling at Pathways In Education – NO, these students need to be just as college and career ready, and PIE-NO is committed to ensuring that every student, regardless of age or deficiency status, is equally prepared to enter post-secondary life.

Attachments

- (1) Attachment 13: (Optional) Provide data or research supporting your academic model
- (2) Attachment 14: Weekly Student Schedule
- (3) Attachment 15: Calendar of Special Events
- (4) Attachment 16: Pupil Progression Plan
- (5) Attachment 17: Job Descriptions for staff performing Special Education evaluations and/or services



- (6) Attachment 18: (If Applicable) Redacted & Un-Redacted resumes for staff performing Special Education evaluations and/or services
- (7) Attachment 19: (High School applicants) Daily Schedule for high school students

Section II: People

Governing Board

- (1) How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.
- (2) Describe plans for increasing the capacity of the governing board. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- (3) 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.

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

1. PIE-NO will have an autonomous, independent Board of Directors dedicated to the successful operations of the school. The Board of Directors will be initially composed of individuals all residing in Louisiana and recommended by the founding members selected from individuals with expertise in education, business, or other areas that directly benefit the charter school. The majority of the PIE-NO Board of Directors will be residents of Orleans Parish.

The board of directors of Pathways In Education – New Orleans, Inc. is the exclusive body responsible for school policy 28 LA. Admin Code 2103(A) and will be dedicated to both the education of the school’s student population and the successful operations of the school. The school governing body intends to contract with a education management organization management organization (“EMO”) to assist the school in serving its target student population. Education Management Systems (“EMS”) has been identified as an EMO with a proven track record of serving at-risk students. PIE-NO’s board of directors will oversee and ensure that EMS is responsible for serving certain operational needs of the school. Articles of Incorporation can be found in **Attachment 2**.

If approved for a charter, PIE-NO, Inc. will have no less than the required seven (7) members on the board and the majority of board members will be residents of Orleans Parish. Board members shall serve for a term of one year, with no term maximums. When a board vacancy arises, the President of the PIE-NO Board of Directors will appoint a nominating committee, composed of Directors of the Corporation. The nominating committee will review proposed members of the Board of Directors and present the nominees for election. Four of the members of the Board will be elected from a slate of candidates, presented by the Nominating Committee, by the Sole Member, Unified For Learning, Inc., (UFL), an unrelated 501(c)(3) nonprofit corporation, whose sole purpose is to ensure consistency and quality amongst the subsidiary companies. The remaining three members of the Board will be elected by a majority vote of the Directors from a slate of candidates presented by the Nominating Committee. Specific language around this process is included in the Bylaws, found in **Attachment 2**.

Any vacancies on the PIE-NO Board of Directors will be filled in the same manner in which the departing Director was originally chosen. If one of the four Directors elected by the Sole Member should leave the Board before the expiration of his or her



term, his or her replacement will be chosen by UFL. If one of the three Directors elected by the Board should leave before the expiration of his or her term, his or her replacement will be chosen by a majority vote of the Board.

The main priority at this time for recruitment of additional board members is to secure a parent willing to serve on the PIE-NO board, at the time of school opening. In addition to the addition of a parent, the goal is to maintain a balance of knowledge and skills on the board to ensure effective governance and informed decision-making for the Pathways In Education – New Orleans schools. When a vacancy occurs, potential candidates will be recommended by existing members of the Board and candidates will ideally possess skills and/or direct work experience in the fields of finance, business, education, nonprofits, marketing, human resources, or youth advocacy, with priority being given to any identified skill or knowledge gaps on the existing board.

Currently, PIE-NO has no plans for a network-level board.

2. All Board members will be required to complete initial orientation and governance training, which includes the following topics: conflict of interest, models of governance and leadership, Louisiana charter school law, ethics, financial responsibility, and school philosophy, structure and management. This training will take place in the first 60 days after charter approval. In addition to initial orientation and training the board will meet annually at a board retreat to evaluate their work and review the past year.

The board will also engage with the Governance Director of Louisiana Public Charter School Association around board trainings and the current PIE-NO board chair has already received some initial training materials from a meeting held with this department from LAPCS in November 2017.

3. Key stakeholders have been identified by current members of the PIE-NO board to include College Track New Orleans, Delgado Community College, Compassion Outreach of America, Liberty’s Kitchen, Café Reconcile, Operation SPARK, Roots of Music, Job1 Youth Works Program, Job Corps Center for Technical Training, and Metropolitan Human Services. The board for Pathways In Education – New Orleans has done outreach to the aforementioned stakeholders and has been able to begin strategic partnership discussions with six out of ten including College Track New Orleans, Delgado Community College, Compassion Outreach of America, Liberty’s Kitchen, Café Reconcile, and Operation SPARK.

Additionally, members of the Pathways In Education – New Orleans board have engaged members of the greater community to promote awareness through Community meetings in St. Claude, as well as participation in the 2018 Schools Expo.

In order to deepen and sustain relationships with these stakeholders and others, the board for PIE-NO will continue to promote awareness and advocacy for Pathways in Education – New Orleans and engage members of the community in discussions around necessary services and partnerships that would benefit potential students. Ongoing community meetings will be held, as well as their continued participation in community education and youth-related events to build awareness and support. These stakeholders will promote PIE-NO through their own organizations and agencies, thereby spreading the word about the school program, opportunities for New Orleans at-risk youth population, and increasing the initial footprint of Pathways.

Staff

- (1) If your organization chart or job descriptions have changed since your original submission, please submit an updated school level organizational chart as **Attachment 20**. Include job descriptions that summarize the scope of work for all staff on the school leadership team as **Attachment 21**.
- (2) Describe the expectations for teachers. How you will clearly communicate these expectations and ensure that teachers stay on track towards meeting expectations? What instrument will be used for staff evaluation?



Will the school seek a waiver from the state observation rubrics under COMPASS? If other than COMPASS attach any teacher evaluation tools to be used by the school as **Attachment 22**.

- (3) Describe your strategies for retaining high quality teachers, ensuring a stable teaching force, and your pathways to leadership for qualified staff members.
- (4) Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

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

1. A current school-level organizational chart is found in **Attachment 20** and job descriptions for the school leadership team can be found in **Attachment 21**, though neither has changed since the original submission. This set of descriptions also includes some key members of the Pathways team at EMS, who will be instrumental in management of school start-up.

2. The primary expectations for teachers at Pathways are to ensure quality instruction, maintain a culture of high expectations for all students, and continuously increase professional effectiveness that drives student performance. Additionally, teachers are expected to demonstrate a relentless belief in the capacity of all students to change their trajectory and to invest in them accordingly. These expectations will resonate through every training, every staff development opportunity, every data meeting, every staff meeting, and every interaction regarding student progress. PLC work will center on these concepts and collective conversations, sometimes difficult ones, will focus on creating and maintaining a culture that exudes these expectations and provides students with an immersive experience of efficacy, equity, capacity-building, and achievement.

PIE-NO considers regular staff evaluation to be an effective professional development tool; therefore, the Principal and Lead Teachers will observe performance on a weekly, monthly, and annual basis. An annual performance evaluation will be a formal method of planning, monitoring, evaluating, and recognizing work performance and communicating performance expectations.

PIE-NO will use COMPASS for all teacher evaluations. An internal evaluation document, which will be used in conjunction with COMPASS, is also included in **Attachment 22**. The Professional Practice Multiple Measures (rubric-based observation outcomes) and Student Growth Multiple Measures (student growth and goals) will each count for 50% of a teacher’s final evaluation and provide the PIE-NO principal with effective evaluation data to make decisions that support quality teaching and learning.

3. A teacher retention rate goal during the first term of the charter will be 85%. To reach this goal within the assurance that only teachers of high quality remain at Pathways, PIE-NO will implement the retention strategies of effective and needs-based teacher training, professional development, supervision, evaluation, and an incentive based compensation package. Some specific examples of professional development and training can be found in the Academic Model sections (in both Part I and Part II) of this application.

4. Compensation at Pathways In Education – New Orleans will be competitive with the charter school market in New Orleans and PIE-NO will offer a comprehensive benefit package for all full-time employees. Additionally, PIE-NO will provide incentives of up to \$9000 for teachers and will be based on individual and overall school performance towards designated performance targets. Targets will be established for areas of priority and could include things such as credit attainment rates, course enrollment for SGI, student retention, etc. and are determined yearly based on progressive goals.

Teacher incentives will also include other non-academic performance-related targets such as accurate maintenance of student records and leadership in school activities, such as club or school activity sponsorship. Yearly performance-based incentives will also be available to other staff members and will be outlined at the start of each school year.

In addition to incentive pay, Pathways In Education – New Orleans will provide opportunities for teacher leadership, school



leadership development, and other avenues for upward mobility, seeking first to promote from within. High performing teachers interested in pursuing school-level leadership opportunities with Pathways will also have the opportunity to participate in an internal cohort-type program, specifically designed for creating school leaders for the Pathways school model.

School Leader Capacity

Note that the application should not refer to the experiences of an Educational Service Provider or another company (such as a back-office service provider) that will provide services to the school. Only the school leader OR a member of the school leadership team may respond to the prompts below. In addition to submitting their resume, the school leader must at least respond to prompts 2 & 3 or prompts 4 & 5.

- (1) Describe the school(s) or academic program(s) for which you, the proposed school leader, have been responsible. Describe your leadership role(s) and primary responsibilities at the relevant school(s) or academic program(s). The summary should describe the impact that these responsibilities had on the success of the relevant entity.
- (2) Provide multiple years of student performance data under your leadership. This data must include but is not limited to: proficiency and growth on either state or national standardized tests.
- (3) Describe a leadership position you have held in which you were responsible for the operations and/or finances of a program or organization. Describe your leadership role and primary responsibilities at the relevant program or organization. The summary should describe the impact that these responsibilities had on the success of the relevant entity.
- (4) Provide data or evidence that speaks to the organizational and/or financial viability of the program/organization for which you were responsible as a leader.

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

At this time, a school leader for PIE-NO has not been identified; therefore, this question is not applicable.

Attachments

- (1) Attachment 20 (Optional) Updated Organization chart
- (2) Attachment 21: (Optional) School leadership team job descriptions
- (3) Attachment 22: Teacher Evaluation tool

Section III: Operations

Facility

- (1) What is your plan for securing a facility?
- (2) What facility characteristics are required to serve your academic program?
- (3) How will the organization meet state, local, and OPSB standards¹ for facility safety and maintenance?
- (4) Please address how your school will plan to adhere to occupancy and fire/life safety codes and ADA standards.

¹ OPSB Facilities policies are located in OPSB Policy HD (Charter School Facilities Management)



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

1. Pathways In Education – New Orleans has defined its location for school one as the St. Claude community within the 70117 zip code area, to serve students from St. Claude, the Lower Ninth Ward, Holy Cross, Seventh Ward, Marigny, Florida, Bywater, and St. Roch communities. At this time, two potential school sites for school one have been identified and the search is ongoing. The first is located at 3400 St. Claude Avenue, 70117 which would allow easy access to public transportation, as it is on a bus line and in a high-traffic area. Close proximity to several community partners including Delgado Community College, College Track New Orleans, and Compassion Outreach of America, would make this an ideal location.

The second identified property is located at 5330 St. Claude Avenue, which is located in the Lower Ninth Ward, just over the canal from St. Claude. This property is also easily accessible to public transportation and affords ample space and parking. It is also within reasonable distance from the aforementioned community partner organizations.

For the second school site to open in Fall 2020, Pathways In Education – New Orleans has identified a vacant Housing Authority of New Orleans building located at 7607 Chef Menteur Highway, 70126. This facility was built before Hurricane Katrina but was not damaged during the storm. The facility has never been used due to a population shift that occurred during and after the storm. The facility also has a new commercial kitchen, which PIE-NO could use for implementing a student culinary program. This site is located on a bus line, which will provide easy access for students and in a neighborhood that has a significant number of students who will benefit from the PIE-NO model. PIE-NO will continue to work with EMS around site selection, so as to have multiple options for lease and build-out.

PIE-NO intends to contract with EMS for its facilities search and selection, tenant improvements, and management. EMS, which has opened and managed multiple school sites, has extensive experience in providing facilities management and in locating and building-out school facilities tailored to diverse city requirements.

PIE-NO plans to locate in the city of New Orleans where students can reasonably access the school using public transportation. EMS’s facilities team will allocate approximately 12 months toward the process of selecting and building out a final site, to begin immediately after approval. To streamline the process of developing locations that support the educational mission of PIE-NO and to comply with the OPSB requirement that a facility must be in place prior to executing an operating agreement with the district, EMS will use the following phased procedure with the understanding that this can be compacted based on the contract timeline:

- **Official site search** by the Pathways team at EMS to conclude no later than November 2018 – During this time, search sites and find potential locations through agents or internal multiple listing services. Research each property to including ample parking, to ensure that public transportation is readily available, and confirm that potential locations will meet compliance requirements.
- **Site recommendation** made by EMS to PIE-NO to conclude no later than December 2018 – During this time, tour potential locations with EMS and Pathways school leadership. Determine final configuration costs for proposed space. Receive/create a draft lease, and negotiate lease as needed.
- **Site selection** by PIE-NO Board no later than January 2019 - Finalize lease and sign. Once approved, meet with contractors and architects. Obtain permits and certificates and insurance. Start build out process.
- **Configuration and facility build-out** concludes no later than June 2019 - Manage and supervise construction details and timeframe. Secure furnishings. Configure information technology requirements. Arrange for final inspections.
- **Furnishing of site** completed no later than June 2019

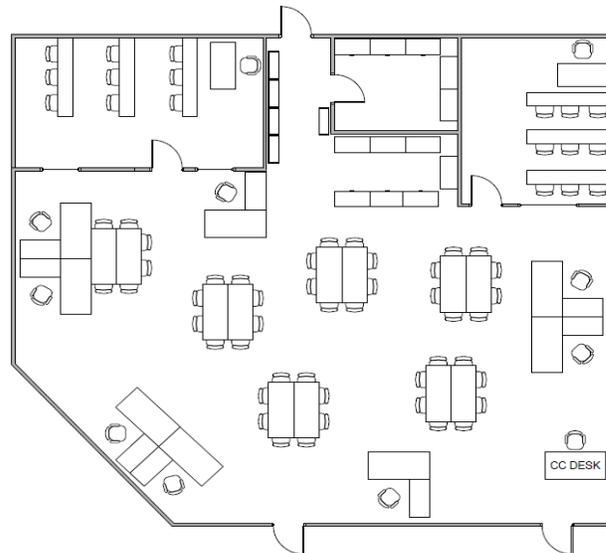
2. The Pathways Implementation Team from EMS will take careful measure to secure a facility that will accommodate the needs of the education model that meets the following general floor plan requirements:

- 7,000 to 10,000 Square Feet



- Ample Windows
- Prefer a site on Ground Floor
- Handicap Access
- Updated and Current fire inspections (If not, can fire inspections be obtained in a short period of time?)
- Does the facility have, or can it easily obtain, permitting required to operate a high school? In what time period?
- Working HVAC units
- Close access to public transportation
- Minimum 200 amps of power
- Sites cannot be located next to Bars, Gentleman’s clubs, marijuana dispensaries, liquor stores, plasma donation centers or things of that nature
- Standalone buildings and retail/shopping plazas are best - avoid industrial buildings
- Ample Parking *minimum 8 spaces or as needed parking for zoning *

The ideal site for PIE-NO is a rehabbed building with a large open configuration with 4-5 enclosed classrooms and an office area for teachers. The school will include a technology infrastructure and will have computers in the open space and technology in the classrooms (e.g. smart boards, LCD projectors, etc.). PIE-NO will secure an ADA compliant facility. PIE-NO is committed to serving students in a safe environment that is conducive to learning through the unique blended learning model. A sample space configuration is included below:



3. Through the build-out process, EMS will ensure compliance with all state, local, and OPSB facility safety and maintenance requirements by contracting with a vendor who will coordinate with EMS personnel during planning and build-out.

4. In order to adhere to occupancy and fire/life safety codes and ADA standards, Pathways In Education – New Orleans will ensure that the selected site is ADA compliant, properly outfitted with functioning sprinkler systems, and that door access is never impeded. Site occupancy is not anticipated to be an issue due to flexible student scheduling during all times of the day, resulting in lower occupancy at any given time.

PIE-NO will comply with the elements of the Louisiana School and Campus Safety Planning Guide regarding the health and safety of students and employees. A School Safety Plan will be implemented in order to ensure a safe and secure school site and will have protocols in place to be used for crisis response. Staff, students and families will receive information and training regarding the security procedures and drills will be done throughout the year.



PIE-NO does not anticipate the use of security personnel. Staff training will be provided for emergency and first aid response to assist in providing a safe and healthy learning environment. PIE-NO will also maintain a drug, alcohol, and smoke-free environment.

Financial Readiness

- (1) Include, as **Attachment 23**, your Financial Plan and Budget.
- (2) Include, as **Attachment 24**, your school’s budget narrative. The narrative should not exceed 3 pages (and should not include the network-level budget if applicable as this is covered in the Experienced Operator section), and should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include:
 - a. Per Pupil Revenue. Use the figures in the Budget Template in developing your budget assumptions.
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school’s core operation depends.
 - c. Describe the resources required to support they key elements of your program. What are the expected costs of key program elements (including staffing model)?
 - d. How will you finance these costs to keep the school sustainable?
 - e. Describe the resources required to support they key elements of your program. What are the expected costs of key program elements (including staffing model)?
 - f. How will you finance these costs to keep the school sustainable?
- (3) 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. Specifically describe the roles of the governing board, CMO/organizational leadership (if applicable), and the school site leadership in the budgeting process.
- (4) Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.
- (5) Describe the school’s plans and procedures for conducting an annual audit of the financial and administrative operations of the school. Who will select the audit firm, and to whom will they report?
- (6) Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
- (7) Describe your organization’s process for awarding contracts including any processes to increase utilization of disadvantaged business enterprises.

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

1. The Financial Plan and Budget for Pathways In Education – New Orleans is located in **Attachment 23**.
2. The Budget Narrative for Pathways In Education – New Orleans can be found in **Attachment 24**.
3. PIE-NO and EMS will collaborate in budget development and monitoring, meeting on a regular basis to identify the needs of the school and to weight each need. These discussions will ensure the budget is regularly reviewed and adjusted to reflect the actual financial condition of the school. When determining the weight of each area of need, the management team will



first consider the impact to student success, the impact to teacher morale and preparedness, and finally, the financial position of the school and the spending level in comparison to spending on other areas. The budget position of the school will regularly be reported to the Board of Directors, and a formal budget will be presented to the Board for approval annually.

The school's enrollment will be monitored for reasonableness at the school level. An analysis of expenses focused on salaries and employee benefits, occupancy, insurance, professional services, curricular materials and capital expenses will be conducted on a monthly basis.

One of the most important responsibilities of the PIE-NO Board of Directors will be the creation and maintenance of the school's budget.

The Board will be directly responsible for:

- a. Adopting an annual budget
- b. Approving accounting and personnel policies
- c. Providing for an independent annual audit by a qualified CPA and in accordance with La.R.S. 24:513 et seq.
- d. Ensuring adequate insurance is in force to cover students, staff, visitors, the board and the assets of the school
- e. Approving contracts according to board policy

Administrators and EMS will be responsible for:

- a. Preparing the annual budget for board approval
- b. Monitoring budget implementation through a periodic financial report
- c. Analyzing expenses focused on salaries and employee benefits, occupancy, insurance, professional services, curricular materials and capital expenses
- d. Reporting on budget vs. actual results, and also forecast revenue and expense for the balance of each year such that both revenue and expenditures are managed proactively with a forward-looking view.

At each of the state and district required reporting periods, PIE-NO will provide EMS-generated and Pathways' board approved reports according to the prescribed methods required by the Louisiana Department of Education, and the Orleans Parish School Board.

4. PIE-NO will use EMS as the back-office service provider. EMS will maintain appropriate oversight of managerial procedures and financial internal controls. EMS has developed a set of policies and procedures for accounting and internal controls that have been reviewed by independent auditors. The documented controls for PIE-NO will include processes for budget development, procurement, physical controls and asset protection, day to day accounting operations (including proper segregation of duties), payroll, and preparation of financial statements in accordance with generally accepted accounting procedures, as well as other internal financial controls and processes that may be identified by the PIE-NO board. Compliance with these procedures is part of the organizational culture and will be part of the annual review process for all personnel.

PIE-NO will fully comply with all applicable financial reporting and legal requirements regarding fiscal management, and has broken down its commitments into three categories:

- **Financial Reporting** - Records will be maintained in compliance with all Louisiana statutes and Not-For-Profit Generally Accepted Accounting Principles (GAAP). Pathways' financial information will be maintained using Microsoft Dynamics-Navision® as the financial reporting system. This includes Accounts Payable, Accounts Receivable, Cash Management, Order Entry, Inventory Control and General Ledger. PIE-NO will utilize ADP for payroll processing. All transactions will be accounted for using the guidelines of GAAP. At each of the state required reporting periods PIE-NO will submit reports according to the prescribed methods required by the Louisiana Department of Education, and/or by the Orleans Parish School Board.
- **Administrative Services** – EMS has developed a set of written policies and procedures for accounting which



independent auditors have reviewed and which address internal controls. Pathways In Education – New Orleans administrators will focus on the educational components of the program and outsource the Accounting and Human Resource functions. Reporting will be made on a quarterly basis to PIE leadership and the Board. Accounting personnel will follow Pathways policies and procedures and compliance with these procedures is a part of the annual review process for all personnel. The PIE-NO Board determines the policies regarding persons who are authorized to sign contracts. All checks written by the accounting staff will use pre-numbered check stock. The bank accounts will be monitored on a daily basis to ensure that no fraudulent checks have been presented to the bank and paid. Upon receipt of the monthly bank statements, a reconciliation of bank to books will be completed using the software in the general ledger system.

- **Legal Compliance** - Pathways will maintain adequate records and policies to ensure compliance with all applicable local, state, and federal legal requirements, including the specific requirements of the Charter Agreement. PIE-NO will allow its independent auditors access to school and corporate records to ensure more than adequate compliance during its yearly audit and evaluation. Furthermore, Pathways will use internal auditing procedures to maintain compliance with the Office of New School’s compliance chart and any applicable teacher certification requirements. While PIE-NO does not expect to encounter any material weaknesses or deficiencies during its annual audit, if such were to occur, Pathways will promptly respond to any finding and develop an acceptable action plan to remedy any deficiency as soon as reasonably practicable.

5. PIE-NO will provide for a complete annual financial audit for each fiscal year required by Louisiana Charter Law and in accordance with La.R.S. 24:513 et seq. This annual audit will be performed by an independent firm of Certified Public Accountants duly authorized to practice and licensed as such by the Louisiana Board of Examiners.

6. Pathways In Education – New Orleans will ensure financial transparency by providing audit results directly to the OPSB Board of Education along with the IRS form 990 for the previous fiscal year. The financial audit will show the disposition of all revenues, expenditures, and ending balances, and contain accompanying financial statements and other supplementary documentation normally included by an independent auditor. The annual audit report will include the auditor’s independent review of the fiscal policy and procedures of the school.

Per the Louisiana Open Meetings law, budget approval and audit results will be included on the agenda for the appropriate board meetings, and as such, notice will be made to the public. Audit results for EMS are included in this application in **Attachment 26** for the 2015-2016 school year, as 2016-2017 results are forthcoming this spring. EMS does not have an Annual Report.

7. PIE-NO will work with EMS to adhere to a process for approval of contracts that mirrors the RFP process used at EMS.

Step #	Description
1	Client identifies and outlines specific services required
2	Management Organization establishes an RFP team consisted of non-biased, objective team members
3	RFP Team identifies 5 qualified vendors through detailed research of initial website search, business ratings and feedback, etc.
4	RFP Team submits the Formal RFP to the qualified vendors selected
5	Qualified Vendors send their responses, agreeing to participate in the RFP process
6	RFP Team schedules meetings as/if requested by the Qualified Vendors
7	RFP Team consolidates all written questions submitted by qualified vendors and answers them
8	RFP Team disburses questions and answers to all vendors participating in the RFP process



9	Qualified Vendors submit their formal proposals to the RFP Team by a specified due date listed in the RFP
10	RFP team consolidates all proposals received and creates a detailed summary to present to a review committee
11	Client identifies the "Review Committee" team based on services being requested
12	RFP Team develops the evaluation matrix to rate vendor
13	Review Committee is provided with a detailed summary from RFP Team for review
14	Review Committee formally meets & reviews each member's evaluation & determines the vendor to recommend for approval with the RFP Team
15	RFP Team prepares the proposal for the board
16	Legal reviews the proposal and drafts a contract to present to the board
17	Review Committee summarizes their recommendation to the board at the Board meeting
18	Board Approves Proposal
19	Contract is executed

As an independent board, Pathways In Education – New Orleans board members can recommend and help secure local disadvantaged business enterprises, whenever possible, and maximize their knowledge and awareness of local context around potential service provision.

Educational Service Providers

*An Educational Service Provider is defined as an entity that is providing primary education services for a school even though the entity is not the governing board that holds the charter. If your non-profit plans to use an Educational Service Provider (ESP), please complete this section and provide as **Attachment 25** a copy of the ESP contract that your nonprofits board will sign with the Educational Service Provider that you have selected. Additionally, please provide an independent audit of the ESP as **Attachment 26**.*

- (1) Personnel: Who (which positions) will be employed directly by the charter governing board? Whom from the ESP is accountable to the governing board? (teachers) building instructional leader (principal), CEO/Exec Dir or equivalent, and Qualified Business Professional?
- (2) Finances/Operations:
 - a. Who is responsible for the preparation of the annual budget?
 - b. How will governmental funds allocated to the school be accounted for and held?
 - c. What steps will be taken to maintain accurate records regarding assets purchased in whole or in part with governmental funds?
- (3) Who is responsible for the annual audit? To whom (or what entity) will the audit be submitted?
- (4) Termination: What recourse does the governing board have if there is a breach of the ESP agreement?
 - a. Under what circumstances/terms can the agreement be terminated, and by which parties? How much time is required?
 - b. What financial penalties or consequences are incurred?
 - c. How will the security of student information (data) be maintained, and which records will be transferred to the governing board? How will the ESP comply with the provisions of R.S. 17:3913 and R.S. 17:3914 with respect to maintaining the privacy of personally-identifiable student information?
- (5) How will public assets (those purchased in whole or in part with governmental funds) be transferred to the nonprofit governing board? Who will employ the school’s instructional staff



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

1. PIE-NO is designating Education Management Systems (EMS), a California corporation, as its educational service provider in its charter. PIE-NO and EMS will negotiate the terms of a management contract pursuant to which EMS will provide accounting services, human resources services (including recruitment and training of administrators, faculty, and staff), marketing services, facilities maintenance, property management, program development, instructional development and training, and instructional supervision to PIE-NO. PIE-NO's Board of Directors will be responsible for monitoring EMS's performance as its educational service provider and the expectations as outlined in the ESP Contract in **Attachments 25 and EO-12**.

As part of EMS's support services, EMS will employ a Director of Implementation and Assistant Superintendent to oversee program implementation, program compliance, and professional development. The Director of Implementation and Assistant Superintendent will provide direct supervision to Martin McGreal, the Cluster Director, and the principal of the campus, once hired. In turn, the principal is responsible for the supervision of the school's entire staff. This reporting structure allows EMS to respond the school's operational and instructional needs quickly and create professional development programs that are tailored and responsive to PIE-NO's administrative and staffing strengths and weaknesses.

2. Education Management Systems will provide bookkeeping and accounting services to Pathways In Education – New Orleans, and an independent financial audit will be conducted annually by a firm approved by the board of PIE-NO. PIE-NO will be responsible for all operating and capital expenditures; additionally, property purchased with public funds will be considered the property of PIE-NO. EMS is authorized to make reasonable purchases and enter into reasonable contracts with subcontractors on behalf of PIE-NO in order to operate its educational program. In the event that the board of PIE-NO disputes the reasonableness of the purchase or contract, it may enter mediation and/or binding arbitration with EMS.

In addition to contracting for an independent, annual financial audit, EMS shall provide the following: monthly report of reimbursable expenses, monthly ADA or student attendance reports, OPSB-required reports, budget reports, and a year-to-date budget variance reports. Upon reasonable request, EMS shall provide additional financial data and other data to Pathways In Education – New Orleans in a format and structure reasonable directed by PIE-NO. Finally, at its own expense, PIE-NO has the right to conduct an independent audit of EMS's finances using a certified public accountant of its choosing. EMS must be given a minimum notice of 15 days, and the audit is limited to EMS's financial and other records that relate only to the operation of PIE-NO.

EMS will ensure that PIE-NO accounts for and maintains inventory on all items purchased (in whole or in part) with governmental funds. Such inventory control measures will be made available to OPSB or the Louisiana Department of Education upon request, and at any time.

3. Education Management Systems will provide bookkeeping and accounting services to Pathways In Education – New Orleans, and an independent financial audit will be conducted annually by a firm approved by the board of PIE-NO. The audit will be performed by an independent Certified Public Accountant duly authorized to practice and licensed as such by the Louisiana CPA Board, and will be provided to the Louisiana State Board of Education along with the IRS form 990 for the previous fiscal year, as required by Louisiana Charter Law.

The financial audit will show the disposition of all revenues, expenditures, and ending balances, and contain accompanying financial statements and other supplementary documentation normally included by an independent auditor. The annual audit report will include the auditor's independent review of the fiscal policy and procedures of the school. The PIE-NO board of directors will also receive and review all EMS audits.

4. In the event of breach of the Charter Management Agreement (ESP Contract) with EMS, Pathways In Education – New Orleans can exercise its rights as outlined in the ESP Contract - Article 15: Termination and Closure, which includes specific terms for cause, related time requirements, and financial responsibilities. The ESP Contract is located in **Attachment 25**.



Specifically, the contract defines material breach of the management agreement to include failure of EMS to provide services as required, or any other act or failure to act by EMS which undermines the joint purpose of the agreement. Pathways In Education – New Orleans must provide EMS with a written notice of the material breach and allow EMS a reasonable period (90 days) in which to remedy such breach. After that period, if PIE-NO can show good cause that the remedial action taken by EMS is unsatisfactory, then PIE-NO may terminate the agreement under the procedures further outlined in Section 15.4 of the management contract.

In the event of a dissolution of the aforementioned management agreement, Pathways In Education – New Orleans and Education Management Systems (EMS) will ensure the protection of sensitive student data and fully comply with the provisions of R.S. 17:3913 and R.S. 17:3914, with respect to maintaining the privacy of personally-identifiable student information.

5. Public assets purchased in whole or in part with governmental funds will be for the benefit of the students of PIE-NO and will remain the property of PIE-NO, should the management relationship ever be terminated. If a physical asset were purchased for PIE-NO by EMS and the management agreement were terminated, then EMS would return the physical assets to a PIE-NO school campus.

Though Education Management Systems (EMS) will assist with the recruitment and hiring process of the school’s instructional staff, the instructional staff will remain employees of the school, in the event of a management agreement termination. In the event of such termination, PIE-NO would locate another vendor to provide human resources services or need to hire its own employees to perform human resources functions.

Attachments

- (1) Attachment 23: Financial Plan and Budget
- (2) Attachment 24: Budget Narrative
- (3) Attachment 25: (If applicable) ESP Contract
- (4) Attachment 26: (If applicable) ESP Audit



Experienced Operator Addendum

Experienced operators, as well as any new start or Type 3 conversion applicants with more than one full year in school leadership² are required to complete the Experienced Operator Addendum. 15 page limit.

Past School Performance

- (1) In your proposal overview you provided performance data on the schools your organization currently operates or has previously operated. If necessary, provide a brief accompanying narrative that describes your organization’s success educating a similar demographic population to the population you intend to educate in Louisiana. Please note that the OPSB may contact your other authorizers. In addition, describe the causes that led to and the current status of:
 - a. Any performance deficiencies or compliance violations that have led to authorizer intervention;
 - b. Any litigation involving your organization or a school that you operate; and,
 - c. Any material audit findings for your organization or a school that you operate.

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

1. The target population for the EMS network of schools is an at-risk youth population as described throughout this application and in **Attachment 13**, which highlights performance of EMS-managed schools when compared to schools serving similar populations across the state of California. The student population of OPSB reflects a student demographic make-up that is similar to those of EMS and Pathways model schools, as 84% of students qualify for free or reduced-price lunch and an average of 75-90% are minority students.

The evidence of success around EMS managed schools is that many students (almost half) recover deficient credits quickly and return to their district school. Regardless of whether students complete high school at their home school, or remain at an EMS-managed school site, EMS has been instrumental in students’ quick recovery of academic credit, increasing performance on state standardized tests, and producing high school graduates in numbers that far exceed the options students have otherwise in the traditional education system. On the financial side of its support for these schools, EMS has ensured that all have received clean external audits, and has submitted timely all required financial reports to districts and government agencies on an annual basis.

EMS is seeking national expansion of its network of charter schools because the education model has proven to be so successful with the targeted at risk student population served in California. The California Department of Education publishes an annual report listing the 25 highest-ranking schools serving the same targeted population of at-risk students that Pathways serves and schools using the Pathways model were ranked in the top thirteen for 2012. The goal of national expansion is to provide this level of educational quality to students who have become disconnected from their educational goals.

No EMS-managed schools have been cited for performance deficiencies or compliance violations that have led to authorizer intervention and litigation involving EMS can be found in **Attachment EO-11**.

No EMS-managed charter school has received a material audit finding or has had performance deficiencies or compliance violations leading to authorizer intervention.

² Experience leading or managing public schools is defined as one complete academic year in which one of the following is true: the individual held final building-level oversight of the instructional and operational performance of a public school (e.g., Head of School or Principal), or the individual served in a system-level role with direct supervisory responsibilities and accountability for the performance of a building leader (e.g., Chief Academic Officer, Area Superintendent, Supervisor of Principals)



Growth Plan

- (1) Describe the specific student population that your proposed school(s) will serve. Identify the needs of your intended student population.
- (2) (Applicable to groups applying for multiple sites). Describe the number of schools that you plan to open in every year for at least the next five years, the year in which each school will open, and how the organization will adapt to meet changing community needs. If your network operates multiple models, identify the model that you will open in each location.
- (3) Does the organization have any approved or pending charters (not yet in operation) in any jurisdiction? If so, include the name of the authorizer(s) and include as **Attachment EO-1**, the official record of decision/approval from the authorizing authority.

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

1. Pathways In Education – New Orleans seeks to serve a student population who are disconnected from the traditional education system for reasons that have caused them to dropout or have placed them far behind academically.

By definition, the target student population for Pathways In Education – New Orleans will be at-risk students, who are defined in Louisiana as a student who is:

- Eligible to participate in the federal free or reduced lunch program by demonstrating that he/she meets the income requirements established for participation in the program, not necessarily by participating in the program;
- Under the age of 20 and has been withdrawn from school prior to graduation for not less than one semester;
- Under the age of 20 and has failed to achieve the required score on any portion of the examination required for high school graduation
- In the eighth grade or below and is reading two or more grade levels below grade level as determined by one or more of the tests required pursuant to R.S. 17:24,4;
- Identified as an exceptional child as defined in R.S. 17:1943 not including gifted and talented; or
- Is the mother or father of a child

Additionally, students may be credit deficient, experiencing bullying/social pressures, expelled, exiting adjudication services, in foster care, homeless/transient, or face a multitude of other issues. For this reason, Pathways In Education – New Orleans anticipates the needs of the target student population to be varied and to include an array of academic, social, and emotional areas. PIE-NO is partnering with Education Management Systems (EMS) because of their comprehensive experience in addressing these specific needs through a well-rounded academic and social-emotional program that not only provides for the anticipated student needs listed below, but is specifically geared for them:

- Academic intervention in RLA and math
- Opportunities for credit recovery
- A physically and emotionally safe school environment
- Flexible school scheduling
- Summer programming
- Tailored class schedules
- Truancy interventions
- Special Education services
- Acceleration opportunities
- Access to college through dual-enrollment



- Access to workforce development opportunities
- 504 services
- Individualized learning plans
- Assistance with other community agencies to help with basic needs (food, shelter, child care, transportation, medical care, etc.)
- A non-judgmental environment where students can trust teachers who in turn expect the best from them
- Effective and personalized case management
- Partnership between school and home (family, support agencies, etc.)
- Access to and assistance with post-secondary planning/programming
- Opportunities to interface with other communities, ways of life, people
- Increased self-concept
- Hope

Though the above list is by no means exhaustive, it represents a good percentage of anticipated needs for the population that PIE-NO seeks to serve and provides rationale for the need for a school like this one, particularly when coupled with area dropout rates and stagnant high school graduation rates.

PIE-NO will serve students in grades 9–12, up to 21 years of age. In the first year, PIE-NO will educate up to 300 students at one site. In this application we are applying to develop a network with a total of 2 sites in Orleans Parish by 2020, serving up to 600 students, with 300 at each site, when both are open. PIE-NO will partner with local district and charter schools to recover students who have dropped out and support successful completion of their high school diploma, matriculate to college, or pursue career opportunities.

PIE-NO wants to ensure that every student in New Orleans has equal access and opportunity to attend a high quality school and these student needs are at the forefront of all programmatic, operational, and partnership decisions. PIE-NO believes that by ensuring each student’s interest comes first and where they (and their families) have been able to exercise authentic choice around enrollment, scheduling, and course progression, PIE-NO will be able to provide a very unique set of opportunities for the city’s most at-risk student population.

In order to meet these identified needs of these at-risk students, PIE-NO will provide at-risk students comprehensive high school education programs and support services that lead to attainment of a high school diploma as well as acceptance into college or gainful employment following graduation. PIE-NO’s mission is evident in all activities of the school and the following are examples of activities and decisions that embody the mission and will ensure these unique students’ needs are met:

- Teachers are selected for their ability to work with at-risk students
- Student recruitment is multilayered and targeted
- Facility selection is centered on achieving the mission
- Curriculum is designed to provide multiple levels of access so that students work at their current skill level while developing more advanced capacity
- Professional development is data driven and focused on closing achievement gaps,
- Career education is intensive
- Support for college selection and admission is provided to all students
- Students work with teachers to develop individualized learning plans (ILP) for achieving a high school diploma, exploring career options, and developing skills that lead to post- secondary success

2. Pathways In Education – New Orleans seeks to open two sites, in total. The first would open in the Fall of 2019 in the St. Claude community (within the 70117 zip code area) and the second would open in the Fall of 2020 in the 70126 or 70127 zip code area.



In order to adapt to changing community needs, PIE-NO will begin community engagement for site two, as soon as site one is open. It is a key belief of the board Pathways In Education – New Orleans that schools that effectively serve students in Orleans Parish are those who connect directly with the community, gain and make investments from constituents, and identify community-based needs through engagement and action. PIE-NO is fully committed to provision of needs-based services, regardless of location, and will ensure fidelity of academic implementation across schools, despite those variances.

Both schools will be programmatically identical, with some variances in local partner organizations based on community connections and proximity/ease of access for students accessing public transportation. The principal will have the autonomy to create partnerships and make choices that are in the best interest of the students on each campus and will not be locked in to creation of a mirror image, when it comes to outside services, partners, or events.

3. At this time, there are no approved or charters not yet in operation for EMS in any jurisdiction; therefore, **Attachment EO-1**, is not applicable.

Scale Strategy & Risk Mitigation

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization and the new school(s).
- (2) If your organization operates schools in other jurisdictions, compare your efforts to scale operations in Orleans to past scale efforts.
- (3) Identify the greatest new threats to your success and the steps you will take to minimize the possibility that the threats you identified will prevent you from achieving your targeted outcomes.
- (4) If your organization currently operates fewer than three schools, please clearly identify your plans for ensuring the continued success of your current school, should the proposed charter be approved.
 - a. Which staff members (instructional and administrative) will transition to the proposed school and what is your organization’s plan for replacing these individuals?
 - b. Which functions will become centralized?
 - c. How will you ensure success at both the existing and proposed (new) school?
- (5) Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - a. What is your Start-up and Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening?

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

1. EMS and the Pathways team will model the scale strategy for the charter in Orleans Parish after the successful expansions of programs in California, Illinois, Tennessee, and Caddo Parish, Louisiana. This level of expansion requires skilled leadership and coordination provided by a professional school management team with many years of instructional, operational and fiscal experience in the Pathways model.

The five-year expansion plan in Louisiana includes opening two sites in Orleans Parish over the course of two years. Pathways will seek partnerships with the OPSB district, as well as agencies in the area serving at-risk youth, to increase high school graduation rates and provide a specialized program to address the needs of disconnected youth and high school dropouts. Each site will serve up to 300 students, with an overall enrollment of 600 when both sites reach capacity.



The tasks necessary for smooth start-up have been identified in the start-up plan found in **Attachment 8**. These plans provide for a smooth transfer of leadership knowledge and skills to new staff in order to have an effective implementation of the Pathways educational program.

Included in Attachment 12 is a list of the existing schools; all of these schools have been successfully operating for several years as measured by consistent enrollment, academic achievement, graduation rates, and staff retention. EMS intends to contribute significant resources to the start-up of network activities in the Orleans Parish in the form of school start-up financing (outlined in **Attachments 9** and **25**) and human resources prior to the receipt of public school financing.

The partnership between Pathways In Education – New Orleans and EMS creates a stable source of solutions for the school’s possible threats. The leadership team at EMS has successfully managed and improved charter schools operating this model for over 25 years and the passion and experience of the Pathways In Education – New Orleans Board and leadership, combined with EMS’s knowledge and skills will ensure success.

2. As stated above, EMS intends to contribute significant resources to the start-up and implementation of network activities in Orleans Parish in the form of school start-up financing (see budget in **Attachment 9**) and human resources prior to the receipt of public school financing. EMS will provide management services, as outlined in the Educational Service Provider contract, to PIE-NO (**Attachments 25** and **EO-12**).

The Pathways team at EMS successfully provides management to five charter schools in California, and for 7 sites in 4 other states. This level of expansion and management requires skilled leadership and coordination, which is provided by a professional school management team. The combined experiences of the EMS and the Pathways teams have been used to develop and implement expansion, pre-opening activities, and smooth startup of new schools. All team members have extensive experience successfully supporting the operations of schools using the same school model.

The Pathways educational model is implemented in schools in California, Illinois, Tennessee, and Louisiana. California was the first state to develop Pathways charter schools and has been the model for the scale strategy of charter schools around the country.

Pathways In Education – Louisiana opened its first school site in Caddo Parish in 2014, and a year later, opened its second site. Results from Caddo Parish have been steadily on the rise and enrollment has been strong. PIE-LA received a letter of commendation from the Caddo Parish Superintendent in 2016 for their contribution to the increase in graduation rates across the entire parish.

Having an existing school in place in Caddo allowed school leadership to train from within, provide exposure to the Pathways model, and create opportunities for new staff to become immersed in the school culture. With lessons learned and processes in place, support from the first school site enabled staff to open the second site ready to receive students in a way that authentically supported them, and their learning, effectively from day one. It also provided a foundation for marketing efforts, student recruitment, and a tangible footprint in the community from which to develop the new campus. Staff from the initial site were heavily engaged in interviewing potential staff, providing start-up assistance, and being a strong support system for the new school, well into opening.

Pathways In Education – New Orleans plans to utilize the same strategies in Orleans Parish to ensure that lessons are carried over, and that school staff are well-prepared and oriented to the needs of the target student population and community as a whole.

PIE-NO and the EMS team believe that the consistency of the implementation of the model is essential to providing a quality education to the target student population. EMS will provide PIE-NO a comprehensive scope of services and coordination in order to embed the fundamental features of the Pathways model. The Director of Instruction for PIE-Louisiana and school leaders will work in conjunction with EMS departments and staff to ensure that all requests and needs from the school are



addressed in a timely manner. Adjustments and revisions will be made as necessary.

3. One of the greatest anticipated risks and/or threats to the organization is any reduction or de-funding of charter schools in the state budget. Without consistent and reliable funding it is difficult to provide the optimal Charter School program for students, as the schools in the network must wait until receiving funds or discovering what the funding amount for the following year will be before being able to plan and contract for services; however, EMS is confident that they will be able to be able to mitigate this threat. An important internal metric in determining the feasibility of an expansion is the financial stability of the charter, which is consistently evaluated using several different possible funding models.

4. Since EMS manages in excess of three schools, this question is not applicable.

5. To illustrate the ability for PIE-NO and EMS to meet financial needs if anticipated revenues are not received or are lower than estimated, a Start-up budget and Year 1 cash flow contingency are provided in the budget workbook in **Attachment 9** and a network-level budget for EMS is provided in **Attachment EO-8**.

Model & Key Staff

- (1) Provide as **Attachment EO-2** a CMO-level org chart (at least two layers out from the CEO), as envisioned at scale and clearly indicating which positions are currently filled, which are vacant, and which are new additions, AND
- (2) The job description and EITHER the redacted and un-redacted resume of the current occupant, AND/OR the recruitment plan for the following “key” people:
 - a. As **Attachment EO-3**: The CEO or overall organizational leader (Agency Head, as defined in state statutes and for purposes of the organization’s annual audit)
 - b. As **Attachment EO-4**: The CAO or lead instructional person accountable for the implementation of the academic model, including curriculum and instructional practices (if this is different from #1) – this is usually also the person responsible for direct day-to-day supervision of building principals, if that’s not the CEO.
 - c. As **Attachment EO-5**: The organizational lead for special education services (Director of Special Education, or equivalent position, if this is different from #2)
 - d. As **Attachment EO-6**: The CFO and/or COO, or the lead person(s) in the finance and operations areas
 - e. As **Attachment EO-7**: The organization’s Qualified and Competent Business Professional, accountable for the accuracy of the organization’s financial statements as required by the LAUGH Guide
- (3) The succession plan(s) in place for each of the above-named key positions, including any internal development pipelines and/or external recruitment plans to identify and evaluate candidates (this may include, but doesn’t have to identify, specific names)

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

1. Provided in **Attachment EO-2** is an EMO-level org chart (at least two layers out from the CEO) for Education Management Systems (EMS).

2. Job descriptions and redacted/un-redacted resumes for the positions of CEO, CAO, CFO, COO, and Qualified Business Professional are included in **Attachments EO-3, EO-4, EO-6, and EO-7**, respectively.

As Education Management Systems and Pathways In Education – New Orleans plan to contract with Prep For Success for supervision of Special Education Services, there is no Special Education Director position at EMS; therefore, **Attachment EO-**



5 is not applicable.

3. In the event of a vacancy in one of the aforementioned positions, EMS will utilize its wide array of positive business relationships, as well as national board member connections, to identify potential candidates from both inside and outside of the organization. The Human Resources department at EMS will implement a rigorous interview process, including both performance and analytical tasks, in addition to senior level leadership interviews and interviews with departmental subordinates. At this time, there is no formal internal pipeline established for filling senior level management positions.

Additionally, the following attachments are provided as requested:

Attachment EO-8: Network-level budget for Education Management Systems - The following narrative context is provided for the EMS network-level budget:

Revenue - Education Management Systems generates revenue from a services fee charges for managing secondary charter schools. Per the contract agreement with Opportunities for Learning Charter Schools, 17 percent of the Charters' revenue is paid for management services to Education Management Systems. The revenue estimate is dependent on the Revenue of the Opportunities for Learning Charter Schools. Education Management Systems also allocated out certain of its expenses to other related non charter entities. These allocations are based headcount, actual usage and other applicable overhead drivers. The company does not rely on donations, grants, or fundraising for revenue.

Expenses - Expenses were estimated based on current staffing levels and needs based on the expected level of services Education Management Systems expects to provide for the year. Prior year actuals were also considered and used for estimating Depreciation, Facilities and Maintenance costs, Insurance, Property Taxes, General and Administrative and Legal & Consulting.

Attachment EO-9: Audited Financial statements (most recent) for Education Management Systems

Attachment EO-10: Annual Report (most recent)

Attachment EO-11: (If applicable) Litigation documentation for Education Management Systems

Attachment EO-12: (If applicable) ESP contract for Pathways In Education – New Orleans and Education Management Systems (draft version)

For Experienced Operators with Fewer than 3 Schools

(4) A narrative (2 pages max) summarizing the intended "CMO" or Network Model:

- a. Which functions will be centralized at the network level, both academically (curriculum/instruction) and operationally (including finances)?
- b. Which functions will remain site-based?
- c. What are the core elements of the network educational program or model?
- d. Will the organization seek to expand by replicating its existing school(s), or by operating substantially new or different school models/designs at successive campuses? (e.g., if School 1 is a language-immersion model, will all other schools operated by the organization also be language-immersion?)
- e. What will be the organization's "non-negotiables"?
- f. What are the degrees of freedom in key areas that are not "non-negotiables"?

(5) CMO or Network Level Financial Model:

- a. What is the budget and how is the initial stand-up of the CMO/network office being funded? How will its continuing operations be funded? Include CMO-level budget as **Attachment EO-8**.



- b. Is there a structural deficit or gap projected at either the school or network level, and if so, how will this be closed?
- c. How much will each school “pay” to the network office for services?
- d. Who sets and who approves school-level budgets and expenditures?
- e. Is there a standard staffing model or required positions, or is this at the schools’ discretion?

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

As Pathways In Education – New Orleans plans to contract with Educational Management Systems (EMS), an experienced EMO operating in excess of three schools, this set of questions is not applicable.

Attachments

- (1) Attachment EO-1: (if applicable) Authorizer approvals (for non-OPSB charters awarded, but not in operation)
- (2) Attachment EO-2: CMO-level Organization Chart
- (3) Attachment EO-3: CEO: Job Description and either Resume or Recruitment Plan
- (4) Attachment EO-4: CAO: Job Description and either Resume or Recruitment Plan
- (5) Attachment EO-5: Director of Special Education: Job Description and either Resume or Recruitment Plan
- (6) Attachment EO-6: CFO and/or COO: Job Description and either Resume or Recruitment Plan
- (7) Attachment EO-7: Qualified Business Professional: Job Description and either Resume or Recruitment Plan
- (8) Attachment EO-8: Network-level budget
- (9) Attachment EO-9: Audited Financial statements (most recent)
- (10) Attachment EO-10: Annual Report (most recent)
- (11) Attachment EO-11: (If applicable) Litigation documentation
- (12) Attachment EO-12: (If applicable) ESP contract

Transformation Addendum

Applicants seeking or potentially willing to seek a match to operate an existing Orleans public charter school or school facility, which is subject to nonrenewal, revocation, or voluntary relinquishment by the existing chartering organization should complete the Transformation Addendum. Complete this section only if your application proposes such a school. 15 page limit

Transformation Overview

- (1) Please identify the type(s) of transformation (e.g., full takeovers, reconfigurations) that your organization is prepared to undertake.
- (2) Will all currently enrolled students be able to re-enroll next year? If your proposal does not provide for all currently-enrolled students to remain at the school, please provide a rationale for this decision, and explain how your organization will work to communicate with families in order to ensure that all impacted students are able to access high-quality schools.
- (3) How has your organization operated a transformation school previously? If applicable, what lessons have you learned, and how have they informed changes in your practice and in this proposal.

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



Pathways In Education – New Orleans is not seeking to transform an existing school; therefore, this question is not applicable.

Educational Program

- (1) What are the key tenets of your transformation model? Please identify the research base or other rationale supporting each identified tenet.
- (2) How will your transformation model support equitable achievement for all students? Please specifically identify how your model will support the learning of students with disabilities, English language learners, and other “at-risk” student populations (as this is defined in state law). Discuss any potential conflicts of interest between the corporate partner and the school.
- (3) How will your organization ensure a successful transition period and first year of operation? What steps will you take to ensure sufficient enrollment (by retaining existing students and/or recruiting new families), create a positive school climate and culture, and establish high expectations for students, teachers, and staff?

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

Pathways In Education – New Orleans is not seeking to transform an existing school; therefore, this question is not applicable.

School Operations

- (1) Provide a brief addition to your staffing plan, explaining what additional steps you will take to recruit and retain highly-effective teachers and non-classroom staff.
- (2) Provide a brief addition to your budget and budget narrative, explaining any additional financial resources you have received or anticipate receiving to support transformation efforts. Has your school applied for LDE School Redesign Funding, or does your organization intend to apply?

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

Pathways In Education – New Orleans is not seeking to transform an existing school; therefore, this question is not applicable.

Metrics and Goals

- (1) How will your organization use data to set goals, and inform decision-making? How will you measure progress in your transformation efforts, and what steps have you taken to mitigate risks? What will you do if your transformation effort is off-track?

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

Pathways In Education – New Orleans is not seeking to transform an existing school; therefore, this question is not applicable.



Community Engagement

- (1) Describe the specific strategies you will use for engaging the following stakeholders in the transformation effort: a) parents/guardians/families, b) residents of the community surrounding the school. What is the role of parents in your schools' decision-making processes, and what venues will be established to articulate and elevate parent and community voice?

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

Pathways In Education – New Orleans is not seeking to transform an existing school; therefore, this question is not applicable.



Corporate Partnerships Addendum

If your school intends to participate in a corporate partnership in accordance with LA R.S. 17:3991 please complete this addendum. In order for a business to be considered a school’s Corporate Partner, it must individually, or as part of a consortium of businesses, donate one or more of the following to the school in an amount equivalent to at least 50% of the per pupil allocation: land, building space, renovations to existing school building, and/or technology. Complete this section only if your application proposes such a school. 15 page limit

Corporate Partnership Formation

- (1) Explain how and why the corporate partnership was developed.
- (2) Describe the nature of any donation(s), regardless of type that the corporate partner will make to the charter school and how they meet the requirements laid out in RS: 17 3991.1.

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

Pathways In Education – New Orleans does not intend to participate in any corporate partnerships; therefore, this question is not applicable.

Corporate Partner Track Record

- (1) Explain the corporate partner’s past experience, if any, in serving student populations similar to the target population of the school, including any educational programming offered by the organization.
- (2) Provide, as **Attachment CP-1**, the most recent annual report of the corporate partner.
- (3) Nonprofit organizations:
 - a. Provide, as **Attachment CP-2** your most recent audited financial statements; and
 - b. Discuss any material audit findings for your organization or any school that you operate.
 --OR--
 - For-profit organizations:
 - a. Provide as **Attachment CP-2** your most recent financial statements to be reviewed confidentially; and
 - b. Discuss any material audit findings for your organization or any school that you operate.

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

Pathways In Education – New Orleans does not intend to participate in any corporate partnerships; therefore, this question and the associated **Attachments CP-1 and CP-2** are not applicable.

Legal Relationships

- (1) Discuss any potential conflicts of interest between the corporate partner and the school.
- (2) Provide, as **Attachment CP-3**, the draft Memorandum of Understanding (MOU) between the board and the corporate partner, as well as the approved minutes of the board meeting at which the draft MOU was accepted by both the corporate partner and the board of the proposed school.
- (3) Explain the process for the required annual renewal of the corporate partner MOU. Describe the conditions that both the corporate partner and the school must satisfy for the MOU to be renewed. Describe the procedures for determining whether the MOU will be renewed. On what grounds can the corporate partner



or the board terminate the MOU for cause (including provisions for notice to the other party)? What are any conditions under which either party may terminate the MOU without cause? List any indemnification provisions in the event of default or breach by either party.

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

Pathways In Education – New Orleans does not intend to participate in any corporate partnerships; therefore, this question and **Attachment CP-3** are not applicable.

Organizational Structure

- (1) Describe the methods by which the corporate partner will support the charter school, including but not limited to any internships for students, career counseling, academic tutoring, or enrichment activities.
- (2) Describe the plan for the operation of the school in the case that the MOU is terminated or not renewed.
- (3) Specifically describe any proposed enrollment set-asides for this corporate partner. (These enrollment set-asides must align with provisions of and requirements of the Enrollment process and are subject to separate approval)

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

Pathways In Education – New Orleans does not intend to participate in any corporate partnerships; therefore, this question is not applicable.

Attachments

- (1) Attachment CP-1: Annual Report (most recent)
- (2) Attachment CP-2: Audited Financial Statements (most recent)
- (3) Attachment CP-3: Draft MOU between the Nonprofit board and corporate partner



Virtual School Addendum

Applicants whose primary instructional environment is computer-based or virtual (defined as more than 40% of instructional delivery via technology) must complete the Virtual School Addendum. Please complete this section only if your application proposes such a school. 15 page limit.

Location

- (1) Facility: If students will be required to regularly or periodically attend a brick and mortar facility, specify such requirements and describe the facility.
- (2) Louisiana Office: Provide the address of and describe the Louisiana-based administrative office of the virtual charter school, including its size and staffing.

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

While Pathways In Education – New Orleans will provide the option for some virtual courses, less than 40% of instructional delivery will be delivered via technology; therefore, this question is not applicable.

Educational Program

- (1) Describe the level of participation in instructional activities students will be required to meet to receive credit for successfully completing a course and receive a satisfactory grade for that course. The level of participation may include the amount of time students will be engaged in both online and other instructional activities in order to receive credit for a course. Please note the amount of time for the online and offline work by grade level and course.
- (2) Can a student enrolled in the virtual charter school program be enrolled in other instructional activities elsewhere and/or earn Carnegie units from another institution? If so, please identify the other institution(s).
- (3) Describe procedures to ensure the integrity and authenticity of student work product and assessment scores, including the use of an academic honesty and computer acceptable use policy.
- (4) Describe the intervention procedures the virtual charter school will take when students fail to provide authentic work product or assessment responses.
- (5) Describe what role parents/guardians will have in promoting accountability.

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

While Pathways In Education – New Orleans will provide the option for some virtual courses, less than 40% of instructional delivery will be delivered via technology; therefore, this question is not applicable.

Instructional Staff

- (1) Describe what, if any, additional responsibilities will be required of teachers in the virtual environment (e.g. course development/design, research, website maintenance) and describe how the virtual charter school will communicate these responsibilities to teachers.

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

While Pathways In Education – New Orleans will provide the option for some virtual courses, less than 40% of instructional delivery will be delivered via technology; therefore, this question is not applicable.



State and Federally Mandated Services

- (1) Describe how the virtual charter school will provide services to all enrolled students with exceptionalities, regardless of where the student resides.
- (2) Describe the virtual charter school’s procedures for Individual Education Plan (IEP) meetings, including determining where such meetings will occur.
- (3) Describe how the virtual charter school will implement ADA and Rehabilitation Act standards for accessibility to web-based curricula.

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

While Pathways In Education – New Orleans will provide the option for some virtual courses, less than 40% of instructional delivery will be delivered via technology; therefore, this question is not applicable.

Evaluation and Assessment

- (1) Discuss the virtual charter school’s plan and method for the administration of all required state assessments (iLEAP, LEAP, GEE) and other assessments set forth in the school’s charter. The plan should address, test taking location(s), who will administer the tests, and test security procedures.

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

While Pathways In Education – New Orleans will provide the option for some virtual courses, less than 40% of instructional delivery will be delivered via technology; therefore, this question is not applicable.

School Operations

- (1) Describe how the virtual charter school will ensure or facilitate student attendance at any in-person school activities.
- (2) Identify any non-teacher faculty members (paraprofessionals, guidance counselors, parent instructional coaches) and describe their roles and how they will function in the virtual charter school.
- (3) Describe the virtual charter school’s policies regarding truancy, absence, withdrawal, issuing of Carnegie units, repeat/delete, credit recovery, and AP/dual enrollment.
- (4) Describe the intervention procedures the virtual charter school will take when students are not logging in and/or completing coursework as required.
- (5) Describe all technological equipment and services that the virtual charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.
- (6) Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.
- (7) Describe the virtual charter school’s data retention, security, and confidentiality procedures.



- (8) Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth.
- (9) Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).
- (10) Describe how the virtual charter school will provide for the health and safety of students and staff both in online and offline activities.
- (11) Describe how the virtual charter school will address the nutritional needs of students when appropriate.
- (12) Describe how the virtual school will administer the required Title 28, Chapter 11, §1119 Health Screening as part of enrollment and the ongoing functioning of the school.
- (13) Describe the school’s plan for delivering instruction in the event of technical and other course delivery problems which prevent normal course delivery.
- (14) Provide a summary of data protection and recovery procedures in the event of catastrophic system failure.
- (15) Describe how the school will provide professional development appropriate to the delivery method used and the acceptable use and electronic communication policies.

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

While Pathways In Education – New Orleans will provide the option for some virtual courses, less than 40% of instructional delivery will be delivered via technology; therefore, this question is not applicable.

Parent and Community Involvement

- (1) Indicate the nature, frequency, and location of all required in-person meetings between parents and virtual charter school faculty/administration, such as parent/teacher conferences, parent-teacher meetings, field trips, etc.
- (2) Indicate the nature and frequency of all optional opportunities for in-person meetings and interactions, such as open houses and school community meetings.
- (3) Describe the procedures for parents to contact virtual charter school faculty and administrators with concerns of any nature and the procedures and required timelines for prompt and helpful responsiveness to such communications.
- (4) Explain how virtual charter school administration will communicate with non-English speaking parents/guardians.
- (5) Describe how the school will provide adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.
- (6) What is the role of the parents/guardians?
- (7) Are opportunities for parent/guardian training available?
- (8) How do parents access student grades and understand student progress?



- (9) Provide a plan for orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class.

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

While Pathways In Education – New Orleans will provide the option for some virtual courses, less than 40% of instructional delivery will be delivered via technology; therefore, this question is not applicable.