



Spring 2018 Charter School Application
Threshold for Evaluation Template



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Eligibility Determination & Threshold for Evaluation (Part 1)

Executive Summary

Provide a two to four page overview of your school or network, including:

- (1) Explain the mission and vision of your school. What will your school set out to achieve in the long term, what will success look like, and how will your school get there?
- (2) Include information on what success will look like for students while attending your school, and after they leave your school (The outcomes you will achieve);
- (3) How does your school align with the district's charter authorizing priorities?
- (4) What are the elements of your educational model that will meet the needs of your target student population?
- (5) Explain why your school would be important to the community in which you are proposing to locate.
- (6) Who will your school collaborate with? What community support has the school generated? Who will your school work with to be well positioned within the city and community?

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

1. Orleans Parish is in need of a high performing dropout prevention and credit recovery charter school to serve at-risk high school students. Seventeen percent of young adults in Orleans Parish between the ages of 16 and 24 are not in school or are not employed, according to the Measure of America "Zeroing in on Place and Race." This is compared to thirteen percent nationally. Pathways In Education-New Orleans (PIE-NO), a non-profit organization, is applying to operate a public charter school in Orleans Parish to help improve graduation rates for at-risk students.

PIE-NO will contract with Education Management Systems (EMS), which has a 30-year history of successfully managing charter and contract schools that serve students who have dropped out or who are at risk of dropping out. The Pathways educational model has helped thousands of students graduate from high school and achieve post-secondary success. Collectively, the mission, vision and educational model for Pathways In Education – New Orleans are based on the philosophy of closing the achievement and graduation gaps for at-risk high school students, thereby providing them with the access, opportunity, and supports required to prepare them for successful post-secondary career and life pursuits.

Mission: Pathways In Education-New Orleans (PIE-NO) will provide educational programs and support services for at-risk students to enable them to graduate from high school and be prepared for post-secondary options. The school will provide a supportive environment where all students succeed. PIE-NO will assist students in developing relationships that will help them manage work, life, and family responsibilities.

Vision: Pathways In Education-New Orleans will provide every student the opportunity to experience success through high school and post-secondary education. This is accomplished using the innovative concepts of blended learning, project based learning, tutoring and Small Group Instruction in a year-round structure. Our core values of Mutual Trust, Mutual Respect, Compassion and Integrity compliment and support our mission and vision.

Target Population: The PIE-NO target student population will be at-risk students, who are defined in Louisiana as a student:

- 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 twenty and has been withdrawn from school prior to graduation for not less than one semester;
- Under the age of twenty 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

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 for one school and intend to develop a network with a total of two sites in Orleans Parish by 2020, serving a total of 600 students. 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.

The PIE-NO education model has been implemented in traditional district and charter schools throughout California for almost 30 years. Originally intended as a contracted service to the Los Angeles Unified School District, this program has since evolved into charter schools. The founders have divided the schools into three organizations: Opportunities for Learning (OFL), Options for Youth (OFY), and Pathways in Education (PIE), each operating under the same model to serve approximately 50,000 students annually in both charter and contract schools through a year-round educational program in California, Illinois, Louisiana, Tennessee, Arizona, and Idaho.

The immediate and measurable impact of Pathways on students will be an increased graduation rate that provides future benefits for students, and greater opportunities for employers to hire high school graduates with employment skills that contribute to the community. The Performance Management section includes additional metrics to demonstrate success.

2. In seeking to address the varied academic and social needs of the at-risk youth population, PIE-NO proposes to provide those youth with the inspiration, purpose, and security they are lacking in order to feel valued in their community. PIE-NO will provide the academic rigor and critical resources necessary to ensure the success of at-risk students and to provide them with an alternative educational experience to the traditional classroom. The Pathways Team at EMS has a proven record of closing the achievement and graduation gap for at-risk students. Not only will students earn their high school diploma, PIE-NO will propel students toward college and career opportunities by providing them with a comprehensive educational program and a flexible learning environment.

PIE-NO will rely on the expertise of the Pathway Team at EMS to support operations of the charter school. The success of the Pathways model is attributed to a comprehensive holistic educational model, which includes: blended learning, guided independent study, self-paced one-to-one directed learning, Individualized Learning Plans (ILPs), personalized learning, a strength-based youth development framework, academic learning environments, curriculum aligned to the Common Core State Standards (CCSS), annual rolling admission, experiential learning, individually focused course completion, small group instruction, community partnerships, links with wrap-around services, counseling and psychological services, and formal and informal formative and summative assessments.

Experienced individuals with diverse backgrounds, who are committed to helping at-risk students reach their utmost potential, represent PIE-NO's founding group. These members have extensive background knowledge in the evaluation of educational services as well as the development and management of successful schools and will provide exemplary leadership in opening and managing PIE-NO.

3. In alignment with local authorizing board priorities, PIE-NO wants to ensure that every student in New Orleans has equal access and opportunity to attend a high quality school. At PIE-NO, 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. Additionally,



through a strong local, independent board and the subsequent contract with Education Management Systems, PIE-NO will ensure that all school staff is well-trained in the needs and unique opportunities with this specific New Orleans population, and truly supported in the critical, life-altering work they will undertake.

In addition to providing a school program that is committed to providing for the unique needs of a diverse student population, representative of the population of New Orleans, Pathways In Education – New Orleans will align closely with the following defined OPSB school and development priorities for 2018-2020:

- Priority 3: Schools, programs, and services addressing youth ages 15-21 (MS and HS)
 - Focus Area 1: accelerated middle and high school settings for overage/under-credited students
 - Focus Area 2: school programs exploring non-traditional pathways to college and career
 - Focus Area 3: additional HS capacity, to meet anticipated enrollment growth
- Priority 4: Schools, programs, and services that seek to interrupt and/or address students entering the school-to-prison pipeline
 - Focus Area 1: coherence in academic experiences and socio-emotional supports
 - Focus Area 2: system-level supports to address student discipline issues without removing students from the learning environment – students experiencing chronic out-of-school suspensions, and alternatives to expulsion
 - Focus Area 3: quality academic experiences for justice system-involved youth

4. In order to meet the 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

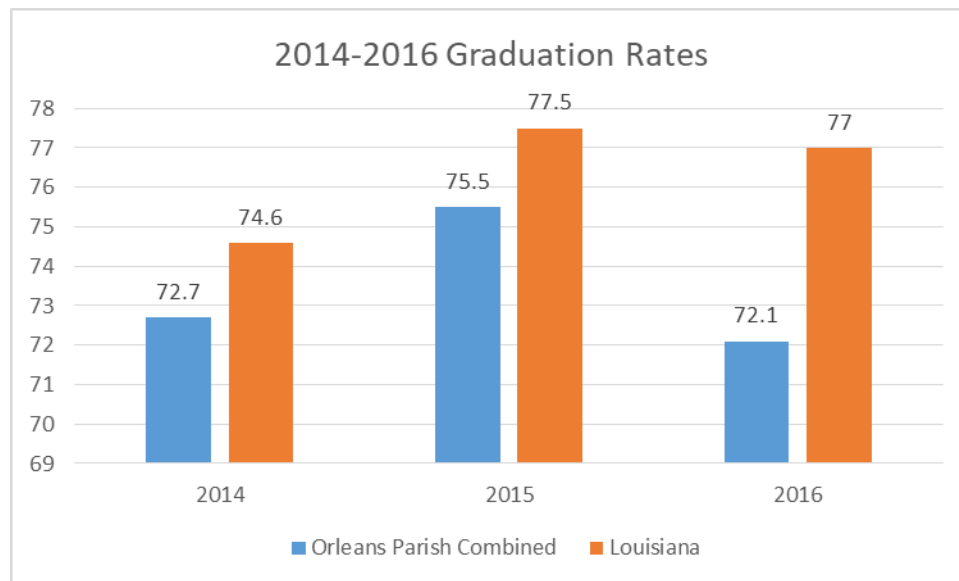
The descriptions in this application for curriculum and instruction, professional development, staff supervision and evaluation, governance, facilities and school climate are all components of the Pathways' model that have been carefully developed in accordance with achieving the mission of the school. PIE-NO will provide every student the opportunity to experience success through high school and post-secondary education and to make a significant impact on life outcomes for students, by using the innovative concepts of blended learning, project based learning, tutoring and small group instruction in a year-round structure. Our core values of Mutual Trust, Mutual Respect, Compassion and Integrity compliment and support our mission and vision.

In recognizing the enormity of meeting the educational needs of students living in New Orleans, PIE-NO will focus on at-risk high school students. Historically, the traditional public, charter and alternative high schools in the Orleans Parish School



District have not fully met the academic needs of the target student population. Those students are either currently un-enrolled or enrolled at the traditional, or the alternative public schools; therefore, by providing these students with a viable access and opportunity, PIE-NO will reduce the overall rate of disconnected youth, reduce district dropout rates, and increase high school graduation rates, benefiting the entire greater New Orleans community.

5. According to data provided in a June 23, 2017 joint press release from the Superintendents of OPSB and the RSD, the most recent three-year span of cohort graduation data below shows a decline in graduation rates for the 2016 cohort and a significant difference between Orleans Parish as a whole (OPSB combined with the Recovery School District) and the state of Louisiana. This information can be found at http://www.rsdl.net/apps/news/show_news.jsp?REC_ID=461284&id=0.




According to this same data source, though 20% of students who did achieve an on-time graduation remained enrolled for a fifth year, 80% of students failing to graduate on time, did not stay.

On average, according to the New Orleans Equity Index Report (2017), 84% of students on the New Orleans public schools are considered economically disadvantaged, compared to only 37% in predominantly white schools. The report goes on to state that families with economic means either opt out by enrolling in a private school or one of the city's high-performing public schools. PIE-NO recognizes the importance of school choice and the tremendous economic impact that increasing the education levels of future parents and families will have. By providing access and opportunity to an educational setting that will truly meet the needs of this at-risk population, PIE-NO can have a significant impact on the area's economy, employment rates, and overall life quality. The impact of economic growth on communities is real. According to the widely accepted dropout cost to society, as defined in *The Economic Value of Opportunity* (2012; Belfield, Levin, Rosen), Pathways In Education schools have saved its communities over \$64 million dollars over the lifetime of 2015 graduates alone, by helping them secure a high school diploma, and PIE-NO is committed to doing the same for the Orleans Parish School District.



Pathways has saved its communities over



over the lifetime of 2015 graduates alone, by helping them secure a high-school diploma*.

The Pathways education model is built upon the PIE mission and vision to support struggling students' individual needs for academic support as well as their social and emotional needs. Students who are likely to not have considered college to be a viable option are exposed to multiple opportunities to explore and redefine this option. Career paths are explored and internships are made available through Pathways' many community partnerships.

6. At present, PIE-NO is working on creating partnerships with the Urban League Office of Workforce Development, the Job Corps Center, the Job1 Youth Works Program, Operation Spark, Liberty's Kitchen, and Café Reconcile to provide direct connections to career entry for enrolled students, as well as to provide a high school education option for unenrolled youth involved in their programming. PIE-NO has begun discussions with Delgado Community College to discuss dual-enrollment options to help students begin to earn their initial college credits before leaving high school within the first few years of operation.

PIE-NO has already established partnerships with College Track New Orleans and Compassion Outreach of America to provide additional support concerning academic and social issues. PIE-NO is also seeking to partner with Metropolitan Human Services to ensure access to supports for the social-emotional and health needs of this at-risk population. Upon approval of the charter application, PIE-NO will seek to develop a partnership with Roots of Music to provide students with musical interest and/or inclinations with a viable opportunity for participation, and in future years, may pursue partnerships with local OPSB high schools for those students wanting access to and participation opportunities for athletic pursuits, following all LSHAA guidelines.

PIE-NO has held two community meetings in the St. Claude community, with the first on December 14, 2017 at the Stallings-St. Claude Recreational Center, where local high school-age students attended to discuss the opportunities at Pathways In Education-New Orleans. An additional meeting was held on January 22, 2018 at the Compassion Outreach of America headquarters in St. Claude. These community meetings provided critical feedback around the desire of the greater community to reduce dropout rates and the rate of disconnected youth. Additionally, PIE-NO participated in the 2018 Schools Expo at the Mercedes Benz Superdome on February 2, 2018 to promote awareness and gain student and family interest in enrollment, where over 30 families indicated support for the application and interest in enrollment. By continuing such event participation and targeted community outreach, PIE-NO is confident about hitting initial enrollment targets.

Returning Applicant Groups

Applicant groups that have submitted unsuccessful charter applications to OPSB previously are required to complete this section

Describe the activities that your founding team has conducted since your last application to improve your readiness to start a charter school.

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



In order to ensure a successful charter application in Orleans Parish and come in with grass-roots support from the greater New Orleans community, PIE-NO has engaged with a wide array of community-based non-profit organizations including the Children and Youth Planning Board and the Youth Opportunities Center, to ensure that this pair of Pathways-managed schools is well-partnered with local New Orleans organizations to provide a strong set off tailored access points to enrolled students, and poised to serve youth in need.

Additionally, PIE-NO Inc. has worked with Education Management Systems and contracted local legal counsel to revise and better clarify the governance structure so it not only clearly meets the legal requirements set forth, but is far more transparent and clearly based on a strong, local, independent governing board.

PIE-New Orleans initially planned to contract with Pathways Management Group (PMG), as indicated in the Eligibility Determination Form; however, due to PIE-NO's change in intended officership as part of the refinement of the above-referenced governance structures, it is no longer able to contract with PMG for management services. In order to establish its 501c3 status, PMG made assurances to the IRS during its tax exemption application process that it would only provide services to related organizations. (Relation as defined in the IRS form 990, found [here](#).)

If PMG were to move forward and provide services to unrelated nonprofits like Pathways In Education – New Orleans, though John, Joan, and Jamie Hall have resigned as officers of the PIE-NO, Inc. non-profit, then PMG would open itself up to possibly losing its tax exempt status.

PMG was advised that the IRS could deem the provision of back-office management services to unrelated entities to be in violation of the commerciality doctrine, i.e., the nonprofit is operating in a commercial manner and is in direct competition with for-profit ventures, and therefore, may attempt to revoke PMG's exemption.

Due to these reasons, PIE-NOLA has decided to contract with EMS for management services, as PMG is no longer able to fulfill the need for management services. PIE-NO is hopeful that OPSB will be receptive to this structure since it is legally permissible and the nonprofit management company option does not seem to be viable.

Finally, the specific Pathways In Education team from Education Management Systems has opened two additional schools (Arizona and Idaho) since the last application, which has enabled them to be fully prepared to efficiently and effectively launch and support two schools in the New Orleans area.

Academic Model

- (1) Describe the academic needs of the student population you propose to serve. Explain how you will set, and measure progress towards, performance goals that put your students on a path towards achieving your vision. Include your plan to gather baseline data necessary to establish goals.
- (2) Describe the concrete structures, policies, and practices that will differentiate your school from options already available to the community you propose to serve.

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

1. PIE-NO is aware that there is a wide scope of academic and social-emotional needs for this identified target population. Many students will have experienced a great amount of school failure and some will possess skill gaps due to absences and/or ineffectual learning experiences. Some students will enter with below-grade-level reading and math scores on the initial Renaissance STAR assessment. PIE-NO is confident that the built-in interventions inherent in the Pathways model will enable all of these issues to be effectively addressed. Students enrolling at Pathways who fall below grade level in reading or math will be enrolled in appropriate corrective, skill-building or small group instruction-based courses, and have daily access to



content area specialists and tutors. Students experiencing life challenges such as raising a child or working full-time as a financial provider for a home will have the benefit of a tailored school schedule to help mitigate the day-to-day attendance challenges they faced in a regular high school, along with the advantage of focusing on two to three courses at a time.

Goals will be set to determine school success based on several factors, including individual and collective student progress, and including but not limited to:

- Lexile growth in reading and overall math skill growth both based on a quarterly Renaissance STAR assessment
- Credit attainment rates
- Graduation rates
- Attendance rates
- ILP goal attainment (by student and as an overall average)
- Progress towards increased levels of proficiency on state-mandated assessments
- Teacher effectiveness data including average credit attainment, student retention, and progress goals

To collect baseline data, PIE-NO will utilize the Renaissance STAR assessments in reading and math at the point of enrollment, and for every quarter thereafter. Teachers will track ILP goal completion, attendance rates, and individual levels of student progress weekly, with reporting in regular, administrator-led schoolwide data and feedback meetings. The school administrative team will also partner with the Supervisor of Accountability on the Pathways Team at EMS to effectively and regularly utilize the Tableau data dashboard, which is completely integrated with the school's comprehensive student data management system. School staff will also utilize data gleaned from incoming student transcripts and grade/attendance records, as well as any information from schools of previous enrollment, to set accurate and effective goals for student ILPs.

PIE-NO's mission, vision and educational model is centered on the philosophy of closing achievement and graduation gaps, developed through EMS's comprehensive Instructional Equity Initiative. Launched in 2009, to specifically acknowledge and address the ethnicity and socioeconomic achievement gap among students entering the program, the Instructional Equity Initiative is based on five key findings of a West Ed study proven to effectively close racial and socioeconomic achievement gaps (Charter High Schools Closing the Achievement Gap):

- Schools are mission driven
- Teachers teach and students learn for mastery
- Wraparound student support is provided
- Professional Learning Communities are valued
- Schools hold themselves accountable

2. The Pathways educational model used by PIE schools is reflective of the work of Henry Levin, Teachers College of Columbia University; Clive Belfield, City University of New York; Peter Muennig, Columbia University; and Cecilia Rouse, Princeton University. In their study, "The Costs and Benefits of Excellent Education for all America's Children," they identified seven key indicators of high quality schools that address the needs of at-risk student populations, all of which are incorporated into the comprehensive education program at PIE-NO:

Structures	Policies	Practices
Small School Size	Local, Independent Board	Personalize Learning
Personalized, Flexible Schedules	Community Engagement	Convey High Expectations



Extended Hours	High Expectations for All	Provide Counseling Services
Year-round Calendar	Highly-Qualified Personnel	Engage Parents
Highly-Qualified Personnel	Rigorous Curriculum	Hire the Best-Qualified Personnel
Blended Learning	Individualized Learning	Provide a Rigorous Curriculum
Individual Learning Plans	Small Group Learning	Provide Social/Emotional Support
Small Group Instruction	Ongoing Staff Training	Professional Learning Communities
Professional Learning Communities	Student Safety	Utilize Experiential Learning
Low Teacher-Student Ratios	Access to Community Programs	Engage In Home/Work Visits
Flipped Classrooms	Parent Involvement	Guide Independent Study

Structures: 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. The curriculum will be 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. CCSS help to ensure endurance, readiness, and leverage (Reeves) 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 post-secondary success.

PIE–New Orleans will offer multiple instructional methods and differentiate instruction because of the differing learning styles and non-academic demands of the school’s students. A student may learn best in the extended time and teacher-led discussion that a Small Group Instruction (SGI) course will provide while Guided Independent Study (IS) may be ideal for a student who works full-time. Another student may have the motivation and skills needed to accelerate through the curriculum and will do so via a combination of IS and OL courses. Each student at PIE–New Orleans will have a unique schedule, and this flexibility will enable PIE–New Orleans’s students to overcome the obstacles in their path toward high school graduation.

PIE–New Orleans will establish and uphold a culture of success through the integration of strategies addressing the issues of our at-risk students who may have not experienced success in traditional school settings for a variety of reasons, including academic failure and disengagement, home problems, health issues, and social/peer pressure. PIE–NO will promote a positive school climate and culture that will provide students with a supportive, safe environment in which to grow academically and socially through an educational model of individualized instruction, flexible access, and small classes. Ample time will be available to teach, demonstrate, participate, review, assess, make connections, and provide incentives for students to help in building a school culture of high expectations and academic success.

The instructional design for Pathways In Education – New Orleans will be structured to promote student academic growth and the school environment will be one of continuous support and encouragement, where teachers will be trained to work effectively with high-risk and at-risk student populations. Pathways will limit class size to between 15 and 20 students in SGI courses and between 3 and 5 students during each IS instructional hour.

PIE–NO’s curriculum for SGI, IS, and OL curriculum will align with Louisiana’s educational standards, and student progress will be monitored by the SGI and IS teachers. Teachers will be trained to work with high-risk and at-risk students, and SGI teachers



will be given the flexibility to modify a course's curriculum to meet the individual needs of each student. IS teachers will work closely with each student to teach and re-teach content until the student has demonstrated understanding and can progress in the curriculum. SGI and IS teachers will also update student ILPs according to their individual observations, which may include documentation of a student's academic needs, learning style, effective intervention strategies, short and long-term goals, and any other information about a student that a teacher feels will be beneficial to a student's future teachers.

Students enrolled at PIE–New Orleans will have the opportunity to learn in three different learning environments:

Small Group Instruction (SGI), is similar to that of a traditional classroom in that it provides direct instruction; however, class size will be limited to between 15 and 20 pupils and students will meet a minimum of two times per week in blocks of either 90 or 120 minutes, depending on the course. An SGI teacher's lesson plan will align with Louisiana's educational standards and will deliver instruction through multiple teaching strategies. These strategies will include a combination of independent, small-group, large-group, and whole class work. SGI teachers will also assess student learning through multiple assessment methods. SGI teachers may use traditional assessment (e.g. multiple choice questions, true or false questions, short or long essay questions) or project-based assessments graded according to a rubric.

Small Group Instruction (SGI) will provide a unique opportunity for this at-risk population because by instructing fewer students for a longer period of time, the SGI teacher will gain a deeper knowledge and understanding of each student's current performance, academic needs, and learning style. SGI teachers will have access to each student's ILP, and will be able to adjust their instruction according to each student's learning style needs. SGI teachers will also collaborate with IS teachers to gain a better understanding of each student's academic needs and goals. The SGI teacher will use their knowledge of students and extended instructional time to better differentiate and personalize instruction to each student. These efforts may include the creation of small groups consisting of students with similar learning styles, peer-to-peer instruction, and project-based learning that incorporates learners of different modalities.

Independent Study (IS), will allow each student to proceed at their own pace through a curriculum designed by PMG's content experts. Operating similarly to a flipped classroom, students will study the curriculum and arrive at their IS instructional session with specific questions identified. IS teachers will use instructional time to answer questions rather than deliver content. This structure will ensure that students proceed through the IS curriculum at a pace similar to that of traditional schools and that interventions occur as questions arise. Each instructional meeting will last a minimum of one hour, and IS teachers will work with three to five students during this time.

Independent Study (IS) will provide students with at least two hours of extensive, one-on-one instructional time with their teacher each week. The flipped instructional model built into IS will allow teachers to address specific content areas each student is struggling with and not proceed in the curriculum until that area is mastered. In addition, teachers will be refer to each student's ILP to help differentiate instruction, and update the ILP as a student's learning needs change over time. Whenever possible, Pathways students will be scheduled with the same IS throughout the student's enrollment. This continuity will allow each teacher to gain a deep understanding of the abilities and learning needs of each individual student.

Online Learning (OL), will allow each student to proceed at their own pace through a curriculum aligned with Louisiana's educational standards and designed by content specialists at Apex Learning. A student's IS teacher or a PIE–New Orleans administrator will approve student participation in OL prior to any enrollment into OL courses. A student's IS teacher will monitor student progress through the OL platform, and students who do not demonstrate success in the OL environment will be withdrawn from their OL coursework and enrolled in an SGI or IS course replacement. Students enrolled in OL will be able to access the curriculum any time during the day or evening, and students without a computer at home will be able to access the OL platform at the Pathways In Education – New Orleans school site.

Online Learning (OL) computer-based courses will provide instruction that can continuously adapt to the instructional needs of the enrolled student. Each student's level of understanding will be checked frequently as the student progresses through the coursework, and units will be re-taught when needed. Credentialed teachers will be available via the online platform to



answer student questions and support learning. In addition to the technology resource, students enrolled at Pathways In Education – New Orleans will be able to work on their computer based coursework under the supervision of the student’s IS teacher. This teacher’s understanding of and knowledge about the student’s needs and abilities will enable him or her to personalize instruction as the student progresses through the online coursework. An example of this may include helping a student modify an online lesson to better align with the student’s learning style. The IS teacher or a school-level administrator must approve student enrollment in an OL course. If an IS teacher or administrator determines that a student is not making adequate progress through the OL coursework, the IS teacher or administrator may withdraw the student from the OL class. The student will then be enrolled in the same IS or SGI course or—if an elective course that is unavailable via IS or SGI—an IS or SGI course that meets the same requirement.

Pathways’ curriculum will be divided into self-contained standards-based units, for both classroom based-learning (SGI), and non-classroom-based study (independent study or online courses) where students can dive deep into content and take immediate assessments to measure mastery. For students participating in either instructional setting, through regular instructional meetings with their teacher – whether individually or in the classroom – all students will review key concepts, and obtain further instruction on topics that may have posed difficulty. Additional supports and/or resources such as assigned tutoring times, programmatic additions, or supplemental materials may be provided at this time, based on individual student need.

Personalized instruction will be a critical element of the school’s education model. PIE–New Orleans will ensure that needs of all students—those performing above or below grade level, those identified as gifted and talented, those with a disability, and those identified as ELLs—are met through the curriculum and instruction at Pathways In Education – New Orleans.

Students performing above grade-level or identified as gifted and talented may progress through the curriculum at an accelerated pace. PIE–New Orleans will also provide AP courses to students needing advanced levels of instruction and intends to pursue partnerships with local colleges to provide dual-enrollment courses in year two of operation. Students performing below grade-level may schedule additional instructional time with their IS teacher or visit the school site for tutoring at any time during operating hours. Appointments with SGI teachers can also be scheduled outside of class time, for students taking IS or OL courses, should a student require additional content-specific support or remediation.

Pathways subscribes to the Specially Designed Academic Instruction in English (SDAIE) method for English Language Learners, and modifies 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.

Apex Learning and Edgenuity courses are also available through exclusive online engagement. Real-time data monitors student progress and performance and determines 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. The curriculum meets 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 all enrolled 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 will offer 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 an apprenticeship experience.

Pathways will incorporate regular meetings with a Student Advisor into each ILP. The Student Advisor will lead the development of and monitor an academic action plan and provide information needed for applying to community colleges, vocational schools, four-year universities, and the military. Along with this support, the Student Advisor will also meet with students and their families individually and in workshops to assist with financial aid, post-secondary applications, and career planning.

PIE-NO will provide specialized programs and activities for students to interact with and relate to each other including organized sports teams, Student Council, a five day leadership camp, senior picnics, student recognition events, Beta Club, and experiential learning classes such as Youth Impact and Leadership and Career Development, designed to help students discover and focus on their goals and dreams after high school and to promote a positive school climate.

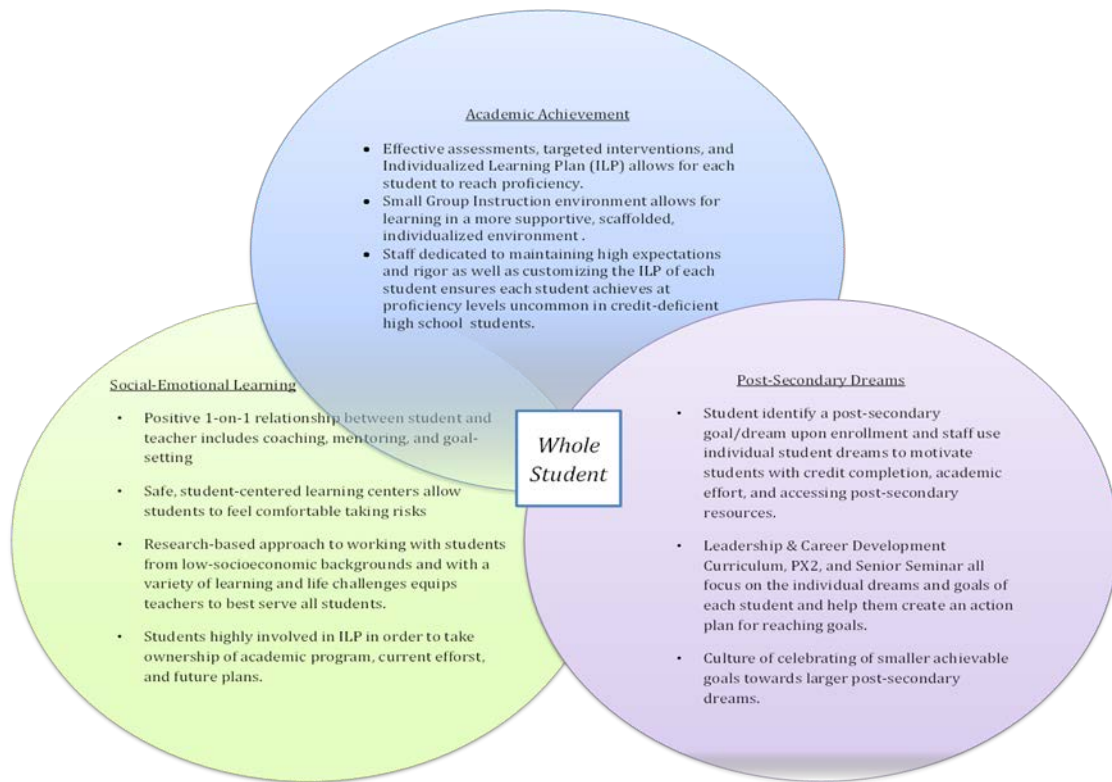
The Pathways Team from EMS will conduct an induction/training program for new teachers to create a foundation and develop teacher skills for working with the targeted population and on-going robust professional development for all staff. The first four days of new teacher training will take place over a two-week period prior to the opening of school each year so that new teachers can apply learning immediately. Training covers the education model, school structure, school culture (respect, academic focus, mission driven decision making), effective strategies for working with diverse populations, developing and maintaining ILPs, Pathways curriculum format, and the PIE student information system. For the first three months of tenure, new teachers will meet weekly as a collective with a designated mentor coordinator who will continue to engage them inquiry and growth-focused discussions/activities. Each quarter thereafter, new teachers will formally meet to follow up on progress, discuss best practices, and set goals for the remainder of the year.

As a high school committed to helping students take responsibility for their own learning, PIE-NO will not rely on parent involvement in the day-to-day operations of the school. Instead, Pathways will encourage parents to actively support their child academically by creating conducive home environments for learning and preparing them for accessing postsecondary



opportunities. Training opportunities will be provided through regular parent meetings and collective parent education sessions.

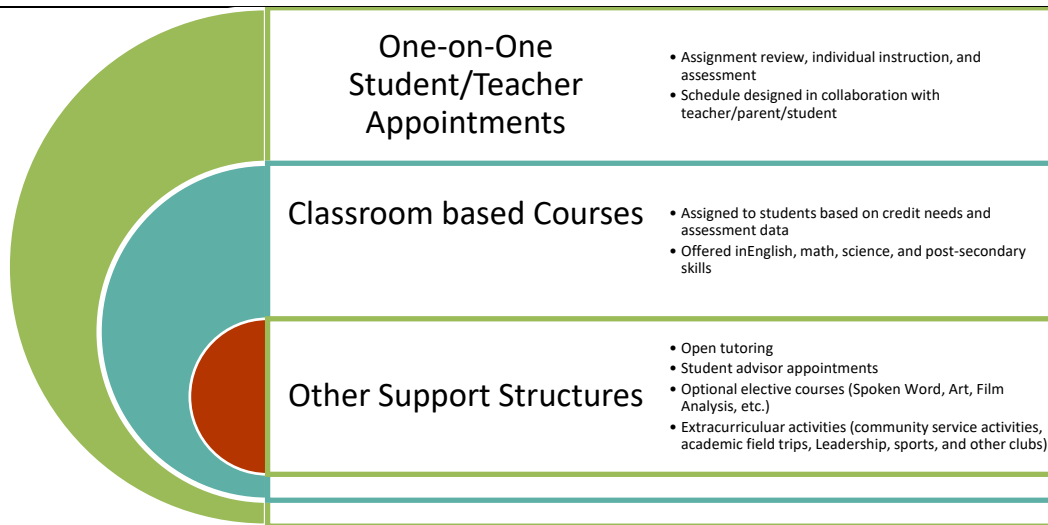
Policies: All policies for PIE-NO will be created with a depth and breadth of knowledge that comes from years of experience serving this unique population of at-risk students. At the forefront of every decision will be how to effectively ensure that PIE-NO achieves three core focal points for every student: increased Academic Achievement, improved levels of Social-Emotional Learning, and increased access to (and opportunity for achieving) their Post-Secondary Dreams.



Comprehensive policies will be created in concert with the Pathways School Implementation team to include the areas of human resources/hiring, staff training, performance metrics, accountability, community partnerships, social-emotional program participation, academic program structure and course offerings, as well as overall school operations to support student and school success. The local independent board of PIE-NO will regularly engage in policy review and revision, as issues arise, and ensure that student-specific needs are met and that the school continues to make adequate yearly progress towards overall goals.

Practices: As explained above, the Pathways structure includes a small overall school size, low teacher-to-student ratios, high levels of personalization (including Individualized Learning Plans), extended hours, competent personnel and a myriad of other structures to ensure authentic student success.

A student's ILP will guide the selection of and participation in academic activities, ensuring that these activities will lead to the attainment of a high school diploma. Each student may have a different schedule; including meeting times with his/her teachers individually and in classroom based courses, and will take courses according to skill level and credits required. There consistency of programs offered to students that is explained in the following graphic:



To promote focused learning and subject matter concentration, students generally work on no more than three courses at a time. The number of courses is limited to keep students from becoming overwhelmed by trying to manage their time for each course (Levin, 2007). This focused approach allows students to master content thoroughly and complete a course sooner than in the traditional education system, which can contribute to increased motivation to continue and complete high school.

The Pathways model specifically includes peer tutoring and mentoring, study groups, study skills classes, positive reinforcement of incremental student behavior improvements, transportation assistance, meetings with school psychologists, and collaborative meetings between teachers, support staff, parents/guardians, and students.

In small classrooms, teachers will implement Quantum Learning strategies, a multisensory approach to teaching. In and outside of the classroom, students will be engaged in ways that go beyond the textbook and lessons. They will become active participants in their own learning. In non-classroom based courses, students will complete approximately two Student Activity Workbooks per week and take immediate end of unit assessments, earning .5 credits for each successfully completed unit.

Complete courses and portions of courses 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.

Pathways will be open each day from 8:00 a.m. to 5:00 p.m. Teacher ‘shifts’ will be staggered with some teachers arriving later in the day and staying until school closes. Each teacher will have an office hour each day to prepare for student meetings, and six hours a day working directly with students. Teachers will meet with students individually and in classroom settings. Most student meetings will take place Monday through Thursday, and Fridays will be reserved for teachers to meet with students who need additional support, have missed appointments during the week, and for student grading and records maintenance. Fridays will also be used for meeting in professional learning communities to discuss student progress, to develop plans or make adjustments to ILPs, and to participate in professional development activities.



Pathways has also 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-NO'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 240 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 – Sidney Collier campus to develop a partnership that will provide students access to 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.

Schools using the Pathways model have posted impressive gains after implementing the educational program: a 90% increase in student graduation rates at one school site, increased passage rates on the California High School Exit Examination (11.4% gain in ELA and 15% gain in Math), and narrowing of the achievement gap (16 point growth for African American subgroup, 47 point growth for Latino subgroup, and 41 point growth for socioeconomically disadvantaged subgroup) as measured by California's Academic Performance Index.

The immediate measurable impact of Pathways will be an increased graduation rate that provides benefit for students, and greater opportunities for employers to hire high school graduates with skills that will support the employer and add value to



the community. James Catterall, Professor Emeritus at the University of California, Los Angeles has found that, based on education research, the estimated cost benefit for each student who graduates from high school who would not have otherwise done so without the intervention of programs like Pathways is \$209,200 (The Societal Benefits and Costs of School Dropout Recovery, James S. Catterall, 2011).

In addition, Pathways In Education – New Orleans has established a partnership with Compassion Outreach of America, with a goal of working within the St. Claude community to reduce violence, increase access and opportunity for youth education and training, provide access to drug abuse counseling when needed, and help improve overall community outcomes for the St. Claude and surrounding neighborhoods.

Pathways In Education – New Orleans has also established a partnership with College Track New Orleans and the goal of this partnership is to ensure that students who enroll at PIE-NO have the support they need to not just graduate with a high school diploma, but to successfully enroll in and graduate from college. In accordance with the methodology of College Track New Orleans, this partnership will support students through high school and college through their college graduation. By focusing on Academic Affairs, College Affairs, Student Life, and College Success, this partnership will enable participating students to be appropriately prepared for the academic and social demands of college.

Pathways In Education – New Orleans is in the process of establishing a partnership with Delgado Community College to ensure students have access to dual-enrollment courses and promote post-secondary achievement during the first few years of operation. The goal of this partnership is to ensure that students have access to coursework that will help them get ahead on college credits and be successful in post-secondary pursuits after their high school graduation.

Pathways In Education – New Orleans has also engaged in conversation with Cafe Reconcile and Liberty's Kitchen to discuss potential work around provision of services to students graduating from Pathways, in order to provide them with solid work-based skills in the culinary and hospitality fields and other areas, as applicable. These partnerships are still in the early stages, as PIE-NO believes in principal investment in the allocation of Supplemental Course Academy funding, and decisions about numbers of students to participate in each program are yet to be made.

For students with interest in computer skills, Pathways In Education – New Orleans has engaged with Operation Spark, which would provide Pathways students with opportunities to learn coding and computer programming skills, leading to area certifications that would allow them to not only pursue interests in technical fields, but to attain gainful employment upon program completion. As with the above culinary/hospitality programs, this partnership is still in the early stages due to undetermined levels of student interest and pending decisions about allocation of SCA funding.

Through this robust and well-rounded school plan, PIE-NO believes that it can play a significant role in the achievement of the Louisiana Believes goals to increase student performance by targeting at-risk students as seen by the success in PIE sites in Orleans Parish. The school achievement data provided in this application for EMS's other Pathways team-managed schools demonstrates that it is an effective education model for the PIE-NO target population.

Enrollment Plans

The student population that you describe should be consistent with the enrollment projections that you provide in your proposal overview

- (1) Demonstrate through the use of data that the student population that you wish to serve exists.
- (2) Describe your recruitment strategy and provide your recruitment plan. Provide any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school. You may provide evidence in **Attachment 1**. **Attachment 1** will not count against the page limit.

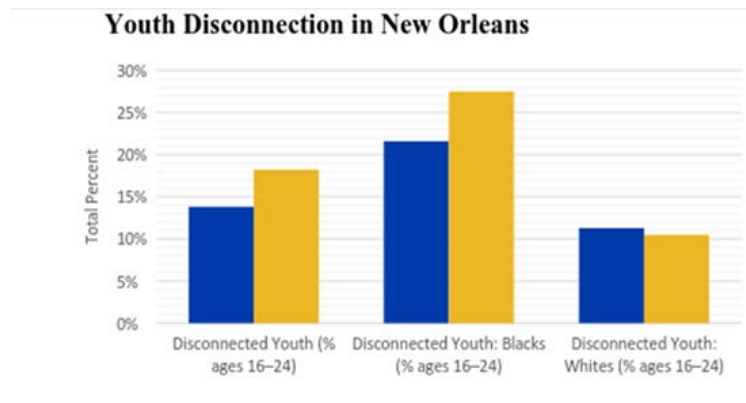


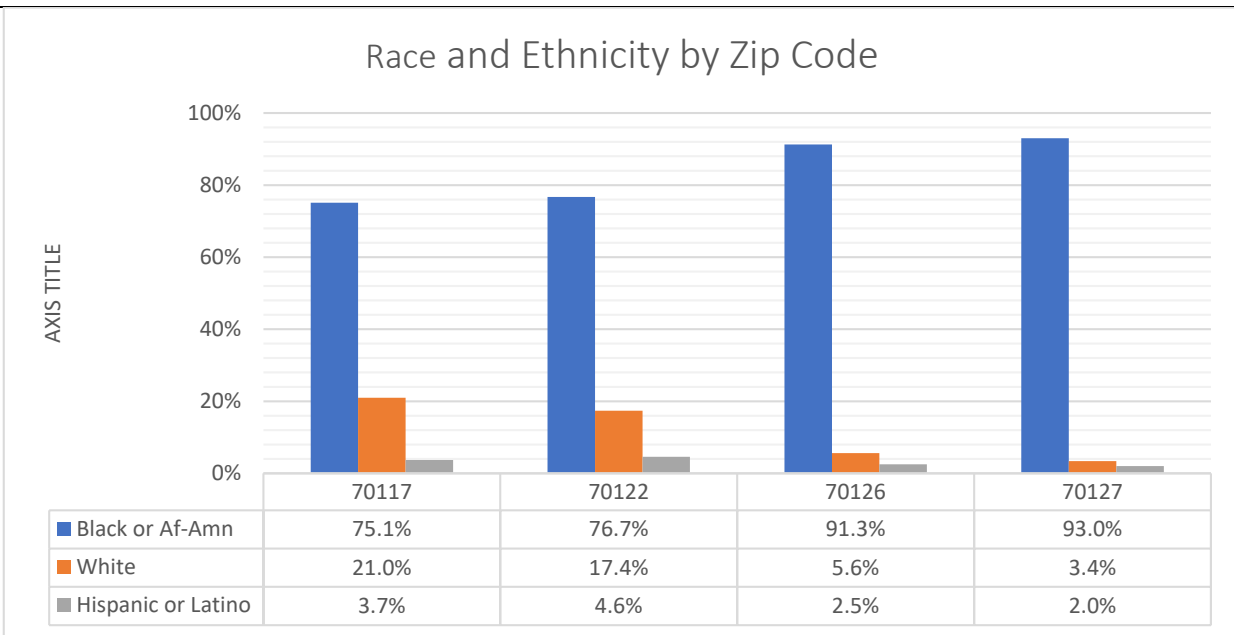
- (3) Describe any mission specific admissions priorities, preferences or requirements, your school would seek to offer as well as any criteria used to participate in these programs. [Mission Specific Criteria must be approved through a separate application process following charter approval]

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

1. As mentioned in section one of this application, seventeen percent (17%) of youth in New Orleans are defined as disconnected youth – those ages 16 to 24 who are not in school and not working – which is above the national average of thirteen percent (13%), according to a Measure of America study entitled “Zeroing in on Place and Race” (2016). The rate of youth disconnection is directly tied to high dropout rates, low graduation rates, and low levels of engagement for at-risk students. Pathways In Education – New Orleans is poised to address this issue head-on and with a purposeful intensity.

Notable in the chart below, African-American youth comprise the highest demographic proportion of disconnected youth in Orleans Parish and given the alignment of the Measure of America data with local zip code demographics, PIE-NO has established a zip code priority group, in order to ensure maximum impact, thereby providing ideal locations for PIE-NO schools. For that reason, a variety of identified zip code locations for this priority group can also be seen in the chart on the following page.





Over the last few years, and as seen on page five (5) of this application, graduation rates across Orleans Parish have dropped to 72%, five points below the state average. State intervention is impending on high schools whose graduation rates are below 67%. Additionally, 80% of students not graduating with their cohort are not returning for a fifth year. PIE-NO wants to partner with OPSB and other area agencies, to help fill this gap for high school students across the area who are disconnecting from school, from their families, and from a promising future every single year.

2. Recruitment for future Pathways In Education – New Orleans students will center on district, school, and community partnerships to identify potential enrollees and provide a clear track for their enrollment. For enrollment, PIE-NO will partner with area high schools, the New Orleans Police Department, The New Orleans Office of Workforce Development, College Track New Orleans, Compassion Outreach of America, Delgado Community College, the New Orleans and Youth Planning Board, Orleans Parish Juvenile Court, and other agencies specifically serving the area’s youth. Evidence supporting community interest in enrollment can be found in **Attachment 1**, which includes the presentation from both community center meetings, as well as the sign-in sheet from the 2018 School Expo.

The PIE-NO independent board and the contracted partners from the Pathways Team at EMS will collectively work to continue community meetings on a minimum monthly basis and partner with area high schools to provide in-house workshops and information sessions for students identified by the school as significantly at-risk. These workshops will provide information on PIE-NO strategies for student re-engagement, as well as provide opportunities for a connected enrollment experience at Pathways for students and their families. Similar presentations will be held at Juvenile Court and other community youth organizations, as identified.

3. Pathways In Education – New Orleans seeks to serve the city’s at-risk population, as defined through the above data, as well as any student who feels he or she is not a good fit for a traditional high school. Students and their families exercise school choice for a wide range of reasons including feeling physically or emotionally unsafe, lack of academic progress, lack of individualized instruction, life circumstances impeding a student’s attendance, the real or perceived inability (or lack of desire) to re-enroll in traditionally-assigned schools, the desire to catch-up on or accelerate credit attainment, and many other factors. It is the ultimate goal of PIE-NO to serve all of these students well and give them the academic home they need and deserve, so they can move into the next phase of their life equipped with their high school diploma, a new outlook on their worth and possibilities, and a clear plan for achieving their post-secondary goals.



Student Experience

- (1) Describe the culture that you envision for your school and the practices that will foster and maintain that culture.
 - a. Describe the steps that you will take to invest staff in the vision and to sustain their investment.
 - b. Define the norms that will shape the interactions between administrators and teachers and among teachers, the reason each norm is important, and the steps that you will take to establish and reinforce these norms.
- (2) Similarly, describe the behavior expectations of your school as well as the practices that will foster and uphold those expectations.
 - a. List and describe the values that will define your student culture. Provide your plan for instilling and maintaining student behavior expectations that correspond with these values.
 - b. Describe the system of policies and practices your school will implement for setting and maintaining student behavior expectations and norms.
 - c. Describe the procedures for due process when a student is subject to removal from the classroom or school, including a description of the appeal process that the school will employ and the plan for providing services to students who are out of the classroom (in-school or out-of-school suspensions) for more than 10 days
 - i. This description should include a list, with definitions, of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be subject to removal from the classroom (in-school suspension) or the school (out-of-school suspension), respectively.
 - d. Describe the practices the school will use to support student's social and emotional learning, and the alignment between these practices and their impact on student achievement
- (3) Describe the mechanisms and structures available to elevate student voice and leadership at your school.

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

1. Pathways In Education – New Orleans seeks to create a school culture that not only provides educational access and opportunity for all students but also fosters a true sense of community, self-awareness, and personal growth. To create and sustain this desired culture, PIE-NO will immerse students in a supportive, goal-centered, and individualized experience from the point of first contact through enrollment and beyond. For example, conversations around potential enrollment will center on student aspirations for the future, their challenges, and focus on concrete steps they will take at Pathways, while supported by a staff that cares and is fully-equipped to provide the support they need to get them where they want to be post-graduation.

PIE-NO holds high expectations for norms of interaction among staff, including administration and teachers, as well as staff-to-student interactions. Among the highest-held norms for PIE-NO staff are:

- Staff will demonstrate **competency in working with diverse, at-risk students** by constantly focusing on asset-based thinking, suspension of judgment, and maintenance of interpersonal awareness.
- Staff will consistently **perform at highly effective levels**, as shown through measured data and evaluation outcomes.
- Staff will **ensure equity** for all students through their demonstrated awareness of achievement gaps and their utilization of the necessary skills to eliminate those gaps.
- Staff will **effectively communicate with others** by participating in essential, yet sometimes difficult, conversations.



- Staff will **effectively and efficiently manage time** through the adjustment of schedules and immediate priorities based on the benefits to students and each other.
- Staff will demonstrate **high expectations for self and others** by engaging in practices such as rubric norming to ensure quality student work and through their active participation in data meeting exchanges at the school level to ensure cross-staff effectiveness and transparency.
- Staff will be **goal-oriented** and transmit this orientation to students through purposeful daily interactions, including the regular use of, and reference to, Individual Learning Plans.

Through 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 and PD sessions will strategically target the norms listed above. Since 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 Section 504 and Special Education plans for eligible 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, developing and maintaining ILPs, curriculum format, and the student information system. New teachers will meet regularly to follow up on progress and discuss best practices.

2. PIE-NO is dedicated to serving each student's individual needs by ensuring their experience is positive while at school. To that end, students will participate in a number of experiential activities throughout the school year including character building, self-awareness, individual responsibility, and team building. Coupled with a strong foundation among the school staff, the experiential activities will contribute to a positive, supportive school culture.

PIE-NO staff will create a culture of mutual respect, hard work, and personal accountability. In addition to engaging in team building and personal growth experiential activities, PIE-NO staff will also establish clear behavioral expectations for all students. Regardless of race, gender, socioeconomic status, or disability status, students and staff will be expected to treat others with respect. All PIE-NO staff and students will be expected to adhere to the school's behavior policies and expectations. All PIE-NO students and staff will be provided with the schools behavior management and discipline policy and teachers will review the policy with students and their families.

PIE-NO will build a school culture for success by developing strategies addressing the social-emotional issues of at-risk students who may have acted inappropriately in traditional school settings for a variety of reasons, including academic failure and disengagement, home problems, health issues, and social/peer pressure. PIE-NO will promote a positive school climate and culture that will provide students with a supportive, safe environment in which to grow academically and socially through an educational model of individualized instruction, flexible access, and small classes. Ample time is available to teach, demonstrate, participate, review, assess, make connections, and provide incentives for positive behavior.

Pathways will establish a socio-cultural goal that students within an enrollment-date-based cohort will increase their positive self-identity over time and will help students to do so by providing them with the socio-emotional experiences, strategies, skills, and support they need to successfully complete high school and be prepared for post-secondary education and/or work. Students at PIE-NO will enter the school at any time during the year therefore all strategies described will be shared and implemented with all students at the time of enrollment.

Intervention strategies designed to build a collaborative school culture will include:



- Conflict resolution/peer mediation/negotiation
- Anger management
- Communication skills
- Team building activities
- Alternate instructional materials and/or methods
- Enrichment services
- Alternate class placement
- Functional behavioral assessments
- Behavioral intervention plans

PIE-NO will follow the OPSB Common Code of Conduct's due process procedures for suspensions and as such, suspensions shall be initiated according to the following procedures:

- Informal Conference - Suspensions shall be preceded by an informal conference conducted by the teacher, who recommended the suspension. At the conference, the student shall be informed of the reason for the recommended disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. The conference shall be held within two school days, unless the student waives his/her right to the conference, or is physically unable to attend for any reason.
- Administrative Actions - All recommendations for student suspension are to be submitted in writing to the Principal at the time of the misbehavior. A copy of the request shall also be sent to the Board of Directors or designee(s) for final approval. All recommendations for suspension of a student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to charter school administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).
- Notification of Law Enforcement Authorities - Prior to the suspension or expulsion of any student, the Board of Directors or designee(s) shall notify appropriate city or county law enforcement authorities of any student acts of assault or any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms.
- Notice to Parents/ Guardians - At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended as a minor, the parent/guardian shall be notified in writing of the suspension. If the student is over 17 years of age or legally emancipated, the student shall be notified in writing of the suspension. All written documents will comply with state and federal laws.
- Parent/Guardian Conference - the Principal will meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. The student may not be denied readmission solely because the parent/guardian failed to attend.
- Extension of Suspension - If the Board of Directors or designee(s) is considering the expulsion of a suspended student or the suspension of a student for the balance of the semester, the Board of Directors or designee(s) may, in writing, extend the suspension until such time as the Board of Directors or designee(s) has made a decision. A notice of such extension with an offer to hold a conference concerning the extension giving the student an opportunity to be heard shall precede any extension of the original period of suspension.
- Right to Appeal – The parent or guardian of a pupil may, within 10 days, appeal to the Board of Directors to review the findings of the principal or his designee. If requested, the Board of Directors must review the findings and affirm, modify, or reverse the actions previously taken.

PIE-NO will follow the Orleans Parish Uniform Code of Conduct and will adhere to the process and procedures for assigning consequences for discretionary and non-discretionary offenses.



PIE-NO fully recognizes that at-risk students tend to experience school problems, social difficulties, and mental health issues at higher rates than non-at-risk students, and often require increasing frequencies of specialized attention in order to progress. PIE's individualized approach to educating students is predicated on the recognition that students who are choosing PIE-NO may come to school with various academic, social, and emotional issues that impede academic progress.

PIE-NO will implement strategies to address the issues of at-risk student populations, including ELL students and students with disabilities, behavioral issues, home problems, health issues, and social and mental health issues. The Pathways Team from EMS will provide assistance with the development of an extensive referral network for social and emotional services may be needed. Social services, mental health, substance abuse, childcare, violence prevention and intervention will be part of the network that PIE-NO will use to refer students and families.

3. PIE-NO recognizes the value inherent in the voices of our students and plans to create opportunities for every student to embrace leadership opportunities and not only find, but effectively utilize their individual and collective voice. These opportunities will include participation in experiential learning trips such as Blackbird Farm and Rocky Mountain Pathways Ranch, membership in and/or leadership of a school student council, student-led community service events, on-campus clubs, participation in school choice events such as National Charter School Week, and other self-selected events around Orleans Parish that students demonstrate interest in.

Family & Community Engagement

- (1) Describe any activities you have undertaken to date to assess and build parent and community support for the school. Explain the role to date of any parents and community members in developing this application or the school, as applicable.
- (2) How will you share information with Parents/Guardians and Community Members?
- (3) How will your school create meaningful opportunities for Student, Parent/Guardian, and Community voice in school decision-making?
- (4) Describe your plans for creating a Parent-Teacher Organization.
- (5) What is the process for grievances?

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

1. To date, Pathways In Education – New Orleans has held two community meetings in the St. Claude community with the first on December 14, 2017 at the Stallings-St. Claude Recreational Center where local high school-age students attended to discuss the opportunities at Pathways In Education-New Orleans. An additional meeting was held on January 22, 2018 at the Compassion Outreach of America headquarters in St. Claude. These community meetings provided critical feedback around the desire of the greater community to reduce dropout rates and the rate of disconnected youth and gave PIE-NO the opportunity to get feedback from area constituents around additional services that might be needed. Additionally, PIE-NO participated in the 2018 Schools Expo at the Mercedes Benz Superdome on February 2, 2018 to promote awareness and gain student and family interest in enrollment, where over 30 families indicated interest in enrollment.

In addition, PIE-NO has engaged with a myriad of community representatives, agencies, and local non-profit organizations to share the mission of the work and engage stakeholders who also work in advocacy roles for this at-risk population of students, to ensure alignment of priorities and create a meaningful network of services for students and their families. Many connections to area agencies have organically come from PIE-NO board member awareness of exceptional programming and support options already operating in Orleans Parish. PIE-NO believes that the opportunity for a robust Orleans Parish-centric



Pathways program is ripe for providing students with a myriad of wraparound services that address their specific social, academic, extracurricular, and work-based preparation needs.

2. Pathways In Education – New Orleans will continue to be present at community events, host area events for the purposes of recruitment and awareness, and meet with local area service agencies individually to promote entrance into the school program as a viable alternative for at-risk students in need of a non-traditional school environment, flexible schedule and academic program.

Pathways will encourage parent involvement in the school to promote a secure, academically focused school climate and culture and to support their student's independent and classroom study. Workshops to help parents support their student academically, as well as to support their post-secondary dreams will be provided (study skills, college financial aid, language skills, basic computer skills, etc.). Back to School family nights, open houses, and community fairs will be formal events where all the school's stakeholders come together to share both progress made and any areas of concern.

As a high school committed to helping students take responsibility for their own learning, PIE-NO will not rely on parent involvement in the day-to-day operations of the school. Instead, Pathways will encourage parents to actively support their child academically by creating conducive home environments for learning and preparing them for accessing postsecondary opportunities.

Pathways will provide three major access points for parents to monitor academic progress in alignment with the student's Individualized Learning Plan (ILP). In addition to the ongoing direct instruction meetings between teachers and students, quarterly report cards will be mailed, and progress reports can be viewed via the Parent Portal (see below). Teachers will meet semiannually with parents at Open House nights at the start of each semester, scheduled at times that accommodate working parents. Parents and teachers will be in contact about student progress via phone, email, and face-to-face conversations when needed or requested by a parent or teacher.

EMS has completed created a web-based Parent Portal to its student information system, where parents and students can access student academic information at any time. In recognition of the fact that many families may not have internet/computer access at home, school computers will be available to parents by appointment during school hours. The school will provide basic training in using the Parent Portal through workshops scheduled quarterly.

Parent satisfaction will be measured by EMS through an annual survey of parents and of teachers related to parent satisfaction in the following areas: school climate, communication, education program rigor and quality, safety, and discipline policies. Results will be reported to the board, which will make necessary adjustments, as indicated by the results, to policies and procedures and leadership. (Results will factor into the principal's annual evaluation.

3. PIE-NO parents will be invited to participate in the Community Advisory Council and Local School Improvement Team, which will consist of parents/guardians, local community members, teachers, and student representatives and meets quarterly. As a group, they will discuss and make recommendations that address the challenges for youth in New Orleans, increase school visibility and increase the referral network.

The Community Advisory Council will give parents/guardians and community members the opportunity to provide advice and counsel to school personnel. The results of annual surveys will be shared with the Advisory Council and their recommendations for improvement will be sought. PIE-NO will provide written community resource information at the school site near the front door for easy access. Should a student be in more immediate need, the students and parents/guardians will have access to staff members, including a school counselor to assist them with making appropriate referrals in addition to receiving counseling services within the school setting.



4. Pathways will create a Community Advisory Council and a Local School Improvement Team, which will consist of parents/guardians, local community members, teachers and student representatives and will meet quarterly. This Advisory Council will discuss and make recommendations that address the challenges of youth in the communities served by PIE-NO, increase school visibility to generate more students and address programmatic concerns related to student support. This Council will give parents/guardians and community members the opportunity to provide advice and counsel to school personnel. Recommendations on improvement will be sought from the Community Advisory Council and may be presented to the Governing Board by school leadership. Parents/guardians, teachers, staff and other community members will be invited to Board meetings. Should interest be expressed by parents around formation of a Parent Teacher Organization, the recommendation will be brought to the PIE-NO Board of Directors for discussion and next steps.

5. In the event a parent has a grievance, PIE-NO will provide a Grievance, Procedural Safeguard and Notice of Rights Form, which meet the requirements of IDEA, Section 504, Title IV, and Title IX. PIE desires to promote direct communication between parents and teachers when discussing issues regarding a student's education. For other issues, parents are welcome to voice their concerns to campus administrators, school leadership, or to EMS and the Board of Directors at regular board meetings; however, if a parent or other stakeholder feels that a more formal complaint is required, procedures are in place to allow for due process.

EMS will appoint a compliance officer to oversee formal complaints regarding violations of federal or state laws or regulations governing educational programs. The procedures will govern such complaints, and the compliance officers shall maintain a record of each complaint and subsequent related actions. Parents and students who wish to file a formal complaint should follow the process outlined in the Student/Family Handbook.

Governing Board

- (1) Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. Describe how the governing board will interact with the principal/head of school and any advisory bodies. As **Attachment 2**, provide a resume for each of your identified board members. Resumes will not count towards the page limit.
- (2) Describe how the board will monitor the school's overall performance.
- (3) Describe the steps the board will take to evaluate the school leader and CEO/Organizational Leader. Specifically, describe: the information the board will collect; The systems by which the board will collect information; The standards - including and in addition to student performance goals- the board will use to evaluate information it collects;
- (4) Describe the process by which your board identifies potential conflicts of interest before making decisions.
- (5) Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Describe the board's processes to remaining compliant with open meeting and public records laws.
- (6) (if applicable) If there's a sole member structure responsible for the appointment of governing board members, and/or if the local board (maintained in compliance with Policy HA requirements) must report to any other entity (i.e., a statewide or national board) please provide a statement explaining the nature of the relationship, and the terms/conditions under which it could be dissolved (if any).

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. Redacted and un-redacted resumes for the PIE-NO Board of Directors can be found in **Attachment 2**.

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 shall 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 an 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 whose Pathways Team has 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. If approved by the board of directors and contracted, EMS shall help manage the school’s day-to-day operations pursuant to the management agreement (see section).

Throughout the year, the Pathways Team from EMS shall provide periodic academic and financial reports to the school governing body for review. Each year, the school governing board shall hire a qualified CPA to audit the school’s financials and shall use this audit to evaluate EMS’s performance as the school’s back office accounting service-provider. Additionally, the Pathways Team from EMS shall provide an academic performance report for an accountability review by the school governing body. The school governing body will provide oversight of EMS through their regular board meetings and review of budgetary and operational items. PIE-NO will not have advisory boards.

During the first year of operation, the Principal will be the primary liaison between EMS, the PIE-NO board, and each campus and will serve in this capacity until the Director of Instruction joins the team. He/she will work closely with the Pathways school implementation team to accomplish all school start-up priorities, and to develop the staff at PIE-NO. He/she will provide instructional support and evaluation of teachers and staff. This position will also provide regular updates to the Board at each of the meetings on school progress, achievements, and any issues that may arise. Through analysis of school achievement data, review of financial reports, and staff evaluations, the Principal in combination with the Pathways Team from EMS will decide on program changes and staffing.

Board meetings will occur approximately four times a year, or more as deemed required by the governing body, and will be presided over by the President of PIE-NO (non-voting capacity). All board meetings shall be conducted compliant with Louisiana Open Meeting law, including proper notice, meeting location, and proper meeting minutes for all board meetings. The school’s Secretary shall maintain all of minutes in the books and records of the organization. Currently, PIE-NO has no intent on establishing any committees within the governing body, but if PIE-NO operations or growth would benefit from such committees, committees may be formed to best meet the needs of PIE-NO.

The initial Board of Directors will consist of no less than seven (7), but no more than eleven (11) individuals, including at least one parent. If approved for a charter, PIE-NO will have no less than the required five (7) members on the board and the majority of the board members will be residents of Orleans Parish. Board members shall serve for a term of one year, and a maximum of five one-year terms. The board, as currently composed, is in compliance with the requirement that at least 50 percent of its members reside in the community, defined as Orleans Parish, and a parent will be added once students begin registering for the school.

2. The board of Pathways In Education-New Orleans is responsible for all school policy decisions, including ensuring its academic program is implemented effectively and is resulting in quality student achievement, adopting appropriate school policies, reviewing the school’s financials, overseeing student discipline (expulsions), monitoring organizational programming performance, and ensuring other policy considerations are implemented as needed or as mandated by Louisiana or federal law. Ultimately, the governing body is responsible for overseeing the academic program’s effectiveness, the school’s fiscal performance, and ensuring that the school is performing its mission faithfully.



The Board of Directors will set overall policies and make final decisions on the operations of PIE-NO. The Board will oversee, direct and hold accountable the officers of PIE-NO: President, Vice Presidents, Treasurer, and Secretary. These officers will be elected by the PIE-NO Board of Directors and the roles of each officer are listed below:

- President – The president shall be the chief executive officers of PIE-NO and shall subject to the control of the board of directors, have general supervision, direction, and control of the business and affairs of PIE-NO.
- Secretary – The Secretary shall keep or cause to be kept, at the principal executive office of PIE-NO or such other place as the board of directors may direct, a book of minutes of all meetings and actions of members or directors.
- Treasurer - The Treasurer shall keep and maintain adequate and correct books and records of accounts of the properties and business transactions of PIE-NO, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

3. Instructional leadership will be evaluated annually based on the requirements outlined in a leadership review. Based on staff evaluations, as well as student and school wide academic performance, the Pathways Team at EMS will assess areas of needed development and will continue to refine professional development opportunities to address the areas of improvement. PIE-NO's board will exercise oversight of EMS's responsibilities as laid out above through the requirement that EMS staff provide an update on EMS activities, including finances, educational success, and human resources at each regular board meeting. This will allow the PIE-NO Board to provide comments and direction to EMS and Pathways Team staff, as well as the opportunity to evaluate the overall performance of EMS. Parents, teachers and community members will have input in decision making through committees, meetings, and outreach, as described in this application.

Data from both the formative and summative assessments will be reviewed by school leaders and reported to the PIE-New Orleans board of directors to ensure that school-wide learning is on track to meet the school's goals and academic achievement expectations. Each teacher will be evaluated based upon the progress of their students including results of end-of-course exams, credit attainment, and the rate at which credits are earned. In addition, performance against internal metrics such as year-to-year student retention (persistence), enrollment, ELA and Math credit attainment rates, stabilization rates for teacher rosters, senior cohort progress, experiential learning participation rates, and performance of students identified through Special Education, 504, and Gifted and Talented will be regularly evaluated to ensure consistency of success across the school for all aspects of the student population. Data will be presented by school leadership at each PIE-NO Board Meeting for discussion and feedback.

4. Members of Pathways In Education – New Orleans Board of Directors will adopt and comply with the PIE-NO Code of Ethics Policy and Conflict of Interest and Standards of Conduct Policy/Disclosure of Financial Interest, to ensure the independence of board members and officers, to disclose any interests, financial or otherwise, that could impair an officer's or governing board member's independence, and to disclose any material conflicts.

To that end, PIE-NO board members will avoid any conflict of interest during his or her tenure or position with the company. Any interest or involvement that conflicts with such person's duties or responsibilities or which could actually or apparently affect the person's independent judgment in matters affecting the Company shall be considered a conflict of interest. This will include any direct or indirect business, management or financial interest or activity, whether or not for compensation, in any business or entity that is a competitor, supplier or vendor of the Company or has any business dealings with the Company whatsoever. Each member of the Pathways In Education – NO board having any actual or potential conflict of interest, will agree to disclose the existence of his or her financial interest, or any other interest that could be reasonably perceived as having the potential to compromise that person's independence. This board member will then be given the opportunity to disclose all material facts to the governing board or to any designated board committee (if in existence) to which the board may have delegated power to consider the proposed transaction or arrangements. Absent good cause, as determined by the



governing board or Board Committee, that board member will be excluded from participating in any Company or governing board business related to the actual or apparent conflict.

5. Candidates for the PIE-NO board have been identified through demonstrated interest or involvement in increasing educational opportunity for at-risk youth in New Orleans. Community connections and referrals were provided by the Louisiana Charter School Association, Urban Leaders for Equity and Diversity (ULEAD), and the Pathways In Education – New Orleans board chair each made referrals and interested individuals were subsequently engaged for participation, ultimately committing to the mission and vision of PIE-NO. The whole of the Pathways In Education – New Orleans board encompasses strengths in the areas of workforce development and youth engagement, finance, public relations and marketing, organizational leadership and strategic planning, as well as higher education and community engagement. It is the belief of Pathways In Education – New Orleans that this board brings a wealth of expertise in areas necessary to the successful execution of these Pathways In Education schools.

Moving forward, candidates will be selected amongst individuals with expertise in education, business or other areas that directly benefit PIE-NO. Current board members are encouraged to recommend prospective board members for nomination that they feel are qualified and in the best interest of PIE-NO and recommendations for prospective board members may come from within PIE-NO or EMS. PIE-NO is committed to appointing local members who are not only qualified in the fields of business, education, and politics, but also those members who understand the needs and wants of the local community.

All board meetings shall be conducted compliant with Louisiana Open Meeting law, including proper notice, meeting location, and proper meeting minutes for all board meetings. The school's Secretary shall maintain all of minutes in the books and records of the organization. Currently, PIE-NO has no intent on establishing any committees within the governing body, but if PIE-NO operations or growth would benefit from such committees, committees may be formed to best meet the needs of PIE-NO.

6. The sole member of Pathways in Education-New Orleans, Inc. is Unified For Learning, Inc., which has the power to appoint replacement directors from a slate of candidates provided by the Board of PIE-NO, per its bylaws. The President of the Pathways In Education – New Orleans board will appoint a nominating committee which shall be composed of Directors of the Corporation. The Committee will review proposed members of the Board of Directors and will present the nominees for election as provided in Sections 3(b) and 3(c) of the bylaws (included behind the Articles of Incorporation in **Attachment 2**).

Four of the members of the Board shall be elected by the Sole Member from a slate of candidates presented by the Nominating Committee. Three of the members of the Board will be elected by a majority vote of the Directors from a slate of candidates presented by the Nominating Committee. The sole member will designate directors for a term of one (1) year. Each director, including a director designated to fill a vacancy, will hold office until the expiration of the term for which designated and until a successor has been designated by the sole member, or until his or her death or resignation. UFL's purpose as the parent is to ensure consistency and quality amongst the subsidiary companies and to further the mission of Pathways In Education – New Orleans through the sustenance of a high-quality board.

Any Vacancies on the Board of Directors will be filled in the manner in which the departing Director was originally chosen. If one of the four (4) 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 the Sole Member. If one of the three (3) Directors elected by the Board should leave the Board before the expiration of his or her term, his or her replacement will be chosen by a majority vote of the Board.

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.

Staff and Organization

- (1) As **Attachment 3**, provide an organizational chart. As **Attachment 4**, include job descriptions that summarize the scope of work for all staff on the school leadership team. If applicable, As **Attachment 5 and 6**, provide redacted and un-redacted resumes for any identified leadership team members.
- (2) Describe your administrator and teacher recruitment strategy, including legally required qualifications (LA R.S. 17:3983), as well as any school design specific qualifications. Include how you will attract a diverse applicant pool that includes candidates who share the same backgrounds with students and are from the Greater New Orleans area.

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

1. An Organizational Chart is provided in **Attachment 3**, as well job descriptions for members of the school leadership team in **Attachment 4**.

2. Pathways' leadership philosophy is based on the seven principles for education leadership from research by Hargreaves and Fink:

- Leaders understand what matters: Leaders are expected to always serve students and concentrate on student outcomes that matter. What we do is not just provide students an opportunity to earn a diploma, but rather to be equipped to do something with that diploma.
- Leaders develop programs that endure: Leaders are expected to provide enduring, lasting, programs, procedures, policies that go on well past time of service.
- Leaders help shape vision and shares vision: Leaders are expected to share vision and be ambassador for program and students as well as develop other leaders to do the same.
- Leaders are socially just: Leaders should be committed to serving students often labeled as "at-risk".
- Leaders must respect and support the work of other programs and leaders and understand interdependence.
- Leaders are resourceful: Leaders must understand all staff and students need support.
- Leaders promote diversity: Leaders must understand the tenet of Pathways' program is that all students and staff are individuals and resist standardization.
- Leaders are activists for innovation: Leaders must understand the need to innovate as well as respect the past.

PIE-NO will work with the Pathways Team at EMS to identify and hire a highly-qualified principal and fill other key roles within Pathways In Education school staff over the year prior to opening and as such, has not identified any site-based school leadership team members. Comprehensive job descriptions for the opening leadership team members, pending hire of permanent site-based roles are provided in **Attachment 4**, in addition to some key job descriptions for partners from the Pathways Team at EMS for the purposes of illustrating support through opening. Additionally, a resume is provided for Marty McGreal, Cluster Director, who will work with the school leadership team to implement the hiring process and ensure fidelity of that process, as well as lead school opening efforts with the PIE-NO board members. His redacted and un-redacted resumes



are provided as **Attachment 5 and 6**, in lieu of a school leader resume.

Mr. McGreal and the implementation team, as outlined in the attached organization charts, will begin advertising the school-based leadership positions upon the charter's approval and expect to hire a Principal six months prior to the school opening.

The implementation team and Director of Instruction will work aggressively to build relationships with local education organizations: New Schools for New Orleans, Ryan Fellowship, local university leadership programs, and others. Pathways will expose these organizations to the PIE education model and will collaborate with these local community groups to find possible leadership candidates. Pathways will advertise open positions in national and local venues (Education Week's Top School Jobs, Ed Join, Teacher-Teacher and Teach Louisiana), creating a talent pool with a variety of quality, diversity, and community-based leadership. EMS's human resources team will manage the hiring process as part of the management agreement with PIE-NO.

Mission Critical Partners

Educational Service Providers are not considered "Mission Critical Partners" for the purposes of this section. Applicant groups which will use an Educational Service provider should complete the Educational Service Provider section of this application.

- (1) Describe the mission-critical partnerships that your school has established and provide, as **Attachment 7**, the terms of these partnerships in form of a written commitment or MOU.
- (2) What is the contingency plan if these partnerships are not maintained?

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

Though Pathways In Education – New Orleans plans to partner with multiple workforce development and non-profit entities across Orleans Parish to provide students with a myriad of opportunities, none of these partnerships are mission-critical; therefore, this question and **Attachment 7** are not applicable to this application.

Operational and Financial Readiness

- (1) Provide, as **Attachment 8**, a detailed start-up plan for the school. Specify tasks, and key milestones, timelines for completion, and the individuals or positions responsible for each. Indicate at which point key individuals will become employees of the organization, as well as contingency plans if you are unable to open in your preferred timeframe.
- (2) Provide as **Attachment 9**, your school's start-up and Year 1 operating budget.
- (3) Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name and attach the contract as **Attachment 10** and the resume of the person designated as your qualified business manager as **Attachment 11**. If that entity is an individual financial manager, please provide his / her one-page resume as **Attachment 11**.
- (4) To whom will your financial manager or back-office service provider report: the school leader, a network/CMO level staff member, or the board?
- (5) If your school leader or organization are considered an experienced operator include as **Attachment 12** your School/Portfolio Performance workbook.



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

1. A detailed start-up plan is provided in **Attachment 8** that outlines tasks, milestones, timelines for completion and responsible parties.
2. Included as **Attachment 9**, PIE-New Orleans has included the school's start up and year 1 operating budget.
3. Pathways In Education – New Orleans will not directly employ a financial manager. Instead, Pathways in Education-New Orleans will contract with an Education Services Provider ("ESP") to provide financial services to the school. Pending board approval, Pathways in Education-New Orleans has selected Education Management Systems ("EMS") as its ESP and a copy of the draft agreement between Pathways in Education-New Orleans and EMS, is included as **Attachment 10**. A resume for Elizabeth Baskerville, the Chief Financial Officer for Education Management Systems, is included in **Attachment 11**.

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 Workday 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. PIE - NO 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 PIENO 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 OPSB Office of New Schools' compliance chart, the LAUGH Guide, 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 would promptly respond to any finding and develop an acceptable action plan to remedy any deficiency as soon as reasonably practicable.

4. The financial management services provided to PIE-New Orleans by EMS will be regularly evaluated for performance and fidelity, and be subject to the terms of the management agreement, with ultimate accountability to the Pathways In Education – New Orleans Board of Directors. To that end, one of the most important responsibilities of the PIE-NO Board of Directors will be the creation and maintenance of the school's budget. In outlining responsibilities across entities, the PIE-NO Board will be directly responsible for:



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

The Pathways In Education – New Orleans school administrative team and Education Management Systems will be responsible for:

- Preparing the annual budget for board approval
- Monitoring budget implementation through a periodic financial report
- Analyzing expenses focused on salaries and employee benefits, occupancy, insurance, professional services, curricular materials and capital expenses
- 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, LAUGH Guide, and the Orleans Parish School Board.

5. As Pathways In Education – New Orleans is working with an experienced charter management organization, a School/Portfolio Performance workbook is found in **Attachment 12**, specifically for schools managed by the Pathways team at EMS.

Attachments

- (1) Attachment 1: (Optional) Student Recruitment Evidence
- (2) Attachment 2: Governing Board Roster & Resumes
- (3) Attachment 3: Organization Chart & Staffing Plan
- (4) Attachment 4: School leadership team job descriptions
- (5) Attachment 5: Redacted Leadership Team Resumes
- (6) Attachment 6: Un-redacted Leadership Team Resumes
- (7) Attachment 7: (If applicable) Mission Critical Partner MOUs/Contracts
- (8) Attachment 8: Detailed Start-up Plan
- (9) Attachment 9: Start-up and Year 1 Budget
- (10) Attachment 10: (If applicable) Financial Manager Contract
- (11) Attachment 11 Qualified Business Manager/Financial Manager resume
- (12) Attachment 12: (Experienced Operators) School/Portfolio Performance workbook