



Orleans Parish School Board

Experienced Operator Application

For schools opening in School Year 2020-2021

Pathways in Education – New Orleans

John Brown, Sr., District 1
Ethan Ashley, District 2
Sarah Newell Usdin, District 3
Leslie Ellison, District 4
Benjamin Kleban, District 5
Woody Koppel, District 6
Nolan Marshall Jr., District 7
Dr. Henderson Lewis, Jr. Superintendent



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Spring 2019 Charter RFA: Completeness Check

Exp. Operator

Name of Nonprofit Corporation:	Pathways In Education - New Orleans, Inc.,
Name of Proposed School:	Pathways In Education - New Orleans
Name of Primary Contact:	Ronnie King Jr.,

ITEM	RESPONSE	COMMENTS
Application Type	1	
Operator Track	Experienced	

Location	Item	Yes	No	N/A	Comments
Letter of Intent	Letter of Intent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Eligibility Determination	Eligibility Determination Forms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Copies of Current LA Teacher Certifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Charter Board Member Resumes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Charter Board Background Checks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Full Application	Executive Summary (2-Page Limit)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1: School/Portfolio Workbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2: Most recent Financial Audit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	3: Litigation documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	4: Weekly Student Schedule	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5: Daily schedule (9 th – 12 th grade only)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6: Pupil Progression Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7: School Calendar (9 th -12 th grade only)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8: CEO and Board Chair Succession Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9: Organizational Chart (CMO and School Level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10: Charter Board Roles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11: School Leader Evaluation Tool	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12: Qualified Business Manager/ Financial Manager Resume	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	13: Financial Manager Contract	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	14: Financial Template	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	15: Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	16: ESP Contract (If applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	17: ESP Audit (If applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	18: CEO: Job Description and either resume or recruitment plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19: CAO: Job Description and either resume or recruitment plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



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	20: Director of Special Education: Job Description and either resume or recruitment plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	21: CFO and/or COO: Job Description and either resume or recruitment plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	22: School leadership team job descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	23: School leadership redacted & leadership tea resumes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	24: Authorizer Approval (for non-OPSB charters awarded, but not in operation)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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Applications should include only the information requested below, saved in a single PDF file. Please clearly label each section of your application with headings that match the headings of the application. Applications should be no more than 40 pages, excluding the requested attachments, which should be no more than 200 pages. There are no page limits for individual sections except for the Executive Summary.

The finances template should be submitted as an excel file. All background checks should be submitted in a single PDF file. The eligibility form should be submitted as a PDF file as well.

The purpose of this application is to assess the readiness of charter applicants to produce high-quality student outcomes that meet, if not exceed, the expectations that charter schools must achieve to remain in operation.

Executive Summary

Provide a two-page overview of your proposed network, including:

- (1) The outcomes you will achieve;
- (2) The key components of your scale strategy; and
- (3) Your approach to mitigating the threats most likely to hinder your success.

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

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 report “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 PMG, 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 with the opportunity to experience success through high school and post-secondary education. This is accomplished using the innovative concepts of blended



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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 complement and support our mission and vision.

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

- Eligible to participate in the federal free or reduced lunch program by demonstrating that he/she meets the income requirements established for participation in the program, not necessarily by participating in the program;
- Under the age of 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 2021, 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 In Education 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.

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 PMG 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 Pathways team at PMG to support operations of the charter school. The success of the Pathways model is attributed to a comprehensive holistic educational model, which includes: blended



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learning, guided independent study, self-paced one-on-one directed learning, Individualized Learning Plans (ILPs), personalized learning, a strength-based youth development framework, academic learning environments, curriculum aligned to the Louisiana State Standards (LSS), annual rolling admission, experiential learning, individually focused course completion, small group instruction, community partnerships, links with wraparound 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.

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. Through a strong local, independent board and the subsequent contract with PMG, 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 2020-2021:

- Priority 3: Schools, programs, and services addressing youth ages 15-21 HS)
 - Focus Area 1: accelerated 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 social-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

In order to meet the needs of these at-risk students, PIE-NO will provide at-risk students with 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



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- 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 (ILPs) for achieving a high school diploma, exploring career options, and developing skills that lead to post-secondary success

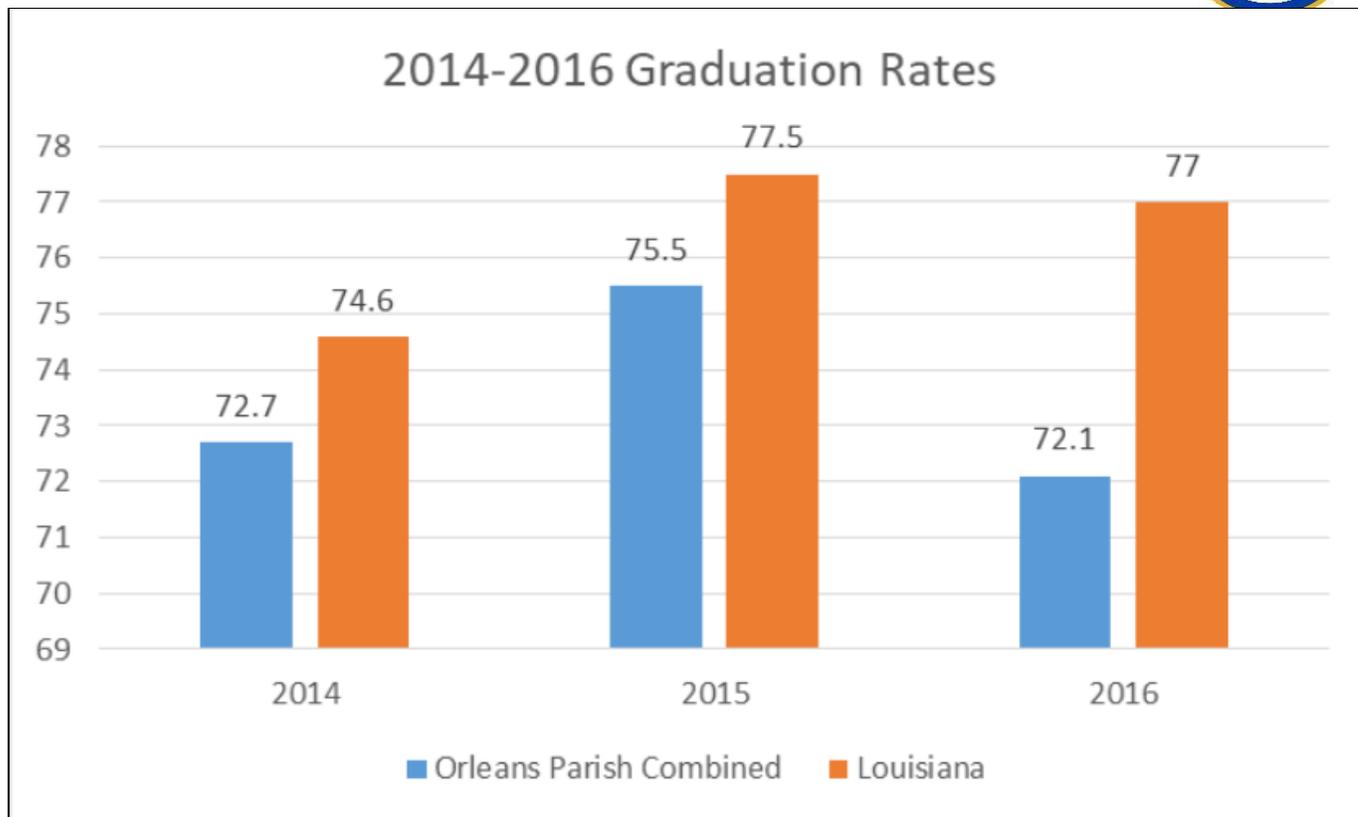
The descriptions in this application for curriculum and instruction, professional development, staff supervision and evaluation, governance, facilities and school climate are all components of the Pathways model that have been carefully developed in accordance with achieving the mission of the school. 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, Resilience, and Integrity complement 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 unenrolled or enrolled at traditional or 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.

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.



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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.

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.

On average, according to the New Orleans Equity Index Report (2017), 84% of students in 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 assessment of dropout cost to society, as defined in the report *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.

At present, PIE-NO is working on creating partnerships with the Urban League Office of Workforce Development, the Job Corps Center, the Job 1 Youth Works Program, Operation Spark, Liberty's Kitchen, and Café Reconcile to



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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.

Past School Performance

In your proposal overview, you provided performance data on the schools your organization currently operates or has previously operated. Please provide a brief accompanying narrative that describes your organization's success educating a similar demographic population to the population you intend to educate in Louisiana. Please note that the charter authorizer(s) to which you applied, or the Department may contact your other authorizers.

In addition, describe the causes that led to and the current status of:

- (1) Any performance deficiencies or compliance violations that have led to authorizer intervention;
- (2) Any litigation involving your organization or a school that you operate; and,
- (3) Any material audit findings for your organization or a school that you operate.

Attachment 1: School/Portfolio Workbook

Attachment 2: Most Recent Financial Audit

Attachment 3: Litigation Documentation

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



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

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

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

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

Academics

- (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) For all core content and mission-related subject areas:
 - a. Identify the curricula that your school will use and your reasons for these choices;
 - b. Identify the interim assessments you will use and how these align to the curricula;
 - c. Describe your professional development plans for teachers and how they connect to the curricula and assessments.
- (3) Describe the system by which your instructional staff will design interventions for all students. If you are applying for a virtual school, additionally describe the system by which struggling students will receive in-person instruction, including the location for providing these services, the transportation services that will be available, and a plan for evaluating struggling students.
- (4) If you are proposing a specialized school, describe the concrete structures, policies, and practices that will differentiate your school from options already available to the community you propose to serve.
- (5) *[Applicable to applicants proposing to serve grades 9-12]* Provide an example of a daily schedule for a student attending your school as well as your school's academic calendar.

Attachment 4: Weekly Student Schedule



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Attachment 5: Daily Schedule (9th-12th grade only)

Attachment 6: Pupil Progression Plan

Attachment 7: School Calendar (9th-12th grade only)

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

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 ineffective 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 in the Pathways model will enable all of these issues to be effectively addressed. Students enrolling at Pathways schools 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 triannual Renaissance STAR assessment
- Credit attainment rates
- Graduation rates
- Attendance rates
- 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 over three windows: Fall, Winter, and Spring. 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 PMG 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 PMG'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 WestEd 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



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- Wraparound student support is provided
- Professional Learning Communities are valued
- Schools hold themselves accountable

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: 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, LSS and with Pathways’ own belief that students should be provided the tools they need to be successful both in and out of school. LSS 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 postsecondary 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’ 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



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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.

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 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



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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 ELs—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 Edmentum 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 EL 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:



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- 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 PMG 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



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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.

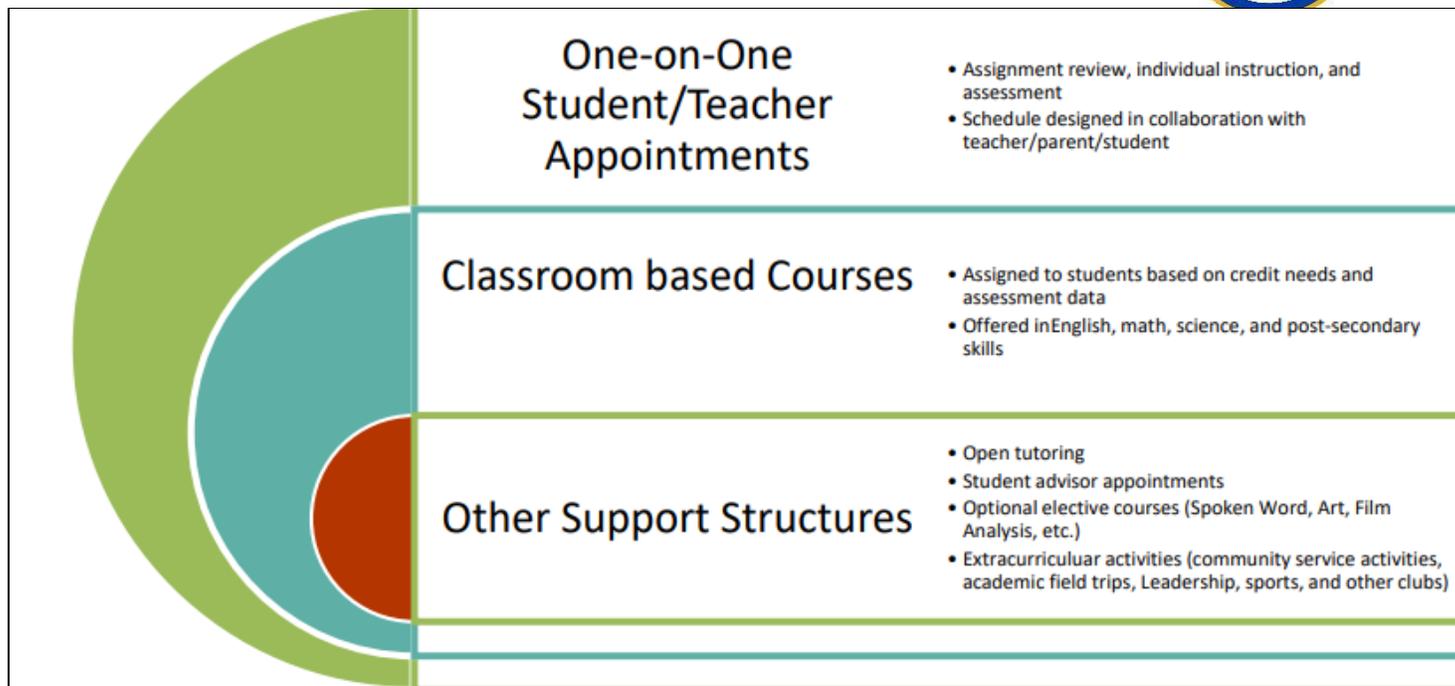
Policies: All policies for PIE-NO will be created with a depth and breadth of knowledge that comes from years of experience serving this unique population of at-risk students. At the forefront of every decision will be how to effectively ensure that PIE-NO achieves three core focal points for every student: 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:



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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. Each unit or SAW is worth .1 credit and five units or SAWs is equal to .5 credits.

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 Edmentum 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



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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 University. 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 between 200 and 220 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



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accountable for meeting the agreed upon goals of the ILP.

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 has engaged 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 Café 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 PMG’s other Pathways team-managed schools demonstrates that it is an effective education model for the PIE-NO target population.

Special Educational Program

Pathways In Education–New Orleans will promote equitable access to educational opportunities to students with disabilities in accordance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA),



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Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title III of the Elementary and Secondary Education Act (ESEA).

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

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

The role of the PIE-NO Special Education teacher(s) will be to monitor each identified student's academic progress and work closely with each identified student's Small Group Instruction and Guided Independent Study teacher to modify instruction and adapt assessments to ensure that each identified student is receiving the support(s) they are entitled to by law. Additionally, the special education teacher(s) will draft and implement Individual Education Plans (IEPs) in accordance with each identified student's documented disabilities.

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

As such, students with disabilities may be eligible to receive special education services in order to ensure that the unique needs of students with disabilities are met. The core purpose of special education at PIE-NO will be to provide specially-designed instruction and intervention to students with disabilities, as well as give them access to the same educational programs and/or activities that are available to nondisabled peers.

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

Students who enroll at PIE-New Orleans with an existing an IEP will be provided services in accordance with their IEP immediately upon enrollment, with a review and transfer meeting to take place within thirty (30) calendar days. PIE-NO will proactively engage in Child Find activities through a variety of means, including Response to Intervention (RtI).

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

- **Tier One:** students will receive the core, enrichment, and/or accelerated instruction as applicable.
- **Tier Two:** students needing strategic support will be grouped in accordance to need and shall not exceed six



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students per group. Core instruction will include differentiated instructional strategies and will be supplemented with 30 minutes of intervention for every 60 minutes of core instruction.

- **Tier Three:** students needing intensive support will be grouped in accordance to need and shall not exceed four students per group. Core instruction will include differentiated instructional strategies and will be supplemented with 60 minutes of intervention for every 60 minutes of core instruction.

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

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

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

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

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

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

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



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

The IEP team will review and analyze each special education student's academic progress multiple times throughout the year. This review will include an evaluation of the special education student's credit attainment rate, attendance, grades, standardized test scores, and other performance and behavioral data. The decision to transition a student receiving services out of special education will be made with input from all members of the student's IEP team.

If a student is transitioned out of special education, the student's SGI or IS teacher will monitor progress closely and ensure that the student is making sufficient progress in his or her coursework. Students who transition out special education, but fail to make progress will be reassessed and an initial IEP meeting will be held. In addition, a student over the age of 14 or a student's parent(s) or guardian(s) may request reinstatement of special education services. At that time, PIE-New Orleans will conduct an assessment and hold an initial IEP meeting, to initiate the process.

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

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

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

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



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

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

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

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

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

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

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

Pathways In Education-New Orleans recognizes that EL are non-English language background students whose level of oral, reading, and written proficiency in English does not allow them to fully benefit from the curriculum and can create



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significant difficulty in regular classroom curriculum without specially-designed modifications. As EL students have not yet met the definition of fluent English proficient, PIE-NO recognizes that their inability to understand, speak, read, or write the English language could exclude such students from effective participation in the educational programs offered by the school, therefore PIE-NO will take appropriate action to rectify the English language deficiency in order to provide the student equal access and participation in its programs. PIE-NO will implement this plan to ensure appropriate instruction and EL services for students in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education, and state, and federal law.

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

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

The ESL teacher will conduct all progress meetings with the students and families, work with any onsite test coordinators to ensure proper reporting for statewide assessments and monitor application of any relevant testing accommodations. The ESL-certified teacher will also provide direct and indirect support to identified EL students including scheduled time to support language development, partnership with other instructors to support SGI, IS and OL learning, and ensure compliance with all other requirements for EL students.

The ESL teacher will work in collaboration with school leadership and the Pathways/PMG school team to ensure appropriate PD is delivered, assessed, and appropriate for school and staff needs. As EL students make satisfactory progress and the required progress monitoring processes are completed, the ESL-certified teacher will follow state and federal guidelines to ensure that students are exited appropriately from ESL services, including a meeting with the student and a parent/guardian to provide information and answer questions, to structure ongoing monitoring beyond exit to ensure continued progress, and to follow up to ensure that necessary changes are made in student coding by the site's Compliance Coordinator.

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

Pathways In Education-New Orleans fully recognizes that giftedness occurs across all racial, ethnic, socioeconomic, and social groups; therefore, PIE-NO will utilize a multi-step process to identify students across the school who exhibit



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particular talent, perform or show the potential for performing at remarkably high levels of achievement when compared with others of their age, environment or experience. PIE-New Orleans will look for youth who exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields, per the federal Jacob K. Javits Gifted and Talented Students Education Act of 1988.

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

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

Due to PIE's strong support of students to discover their passions, all students, at-risk and gifted alike, are motivated to attend school and achieve their post-secondary goals. For gifted students and for all other students achieving above grade level, PIE New Orleans will offer Advanced Placement courses and individualized educational planning. Student advisors will connect students with programs to express and advance their skills in their area of talent.

Students will also be connected to community colleges offering college courses. PIE-New Orleans will partner with Delgado Community College and eventually, the University of New Orleans, to enroll students in dual enrollment programs. These dual-enrollment opportunities will allow Pathways students to take core courses such as English Composition I & II, General College Math I & II, Intermediate Algebra, and Biology, and others, as well as technical courses, in order to earn credits toward college graduation, based on their postsecondary plans.

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

Attachment 20 includes a job description for the PIE-NO Director of Special Education.

Finally, Pathways operates a successful charter school in Shreveport, Louisiana (Caddo Parish). Pathways came to exist in Shreveport with a task before it: placing challenged, at-risk high school students on a corrected course to academic success. Pathways in Caddo Parish used the same tactics and academic model listed above to superb results and has helped Shreveport's graduation rate increase by nearly 10% since it opened in the 2014-2015 school year. We have included letters of support recommendation from Caddo Parish School Board Members Tony Nations, John Albritton, and T. Lamar Goree among other notable individuals in Shreveport to demonstrate the value provided by a Pathways In Education Charter School.



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Growth Plan

- (1) Describe the demographics of the student population that your proposed school(s) will serve. Identify the needs of your intended student population.
- (2) *[Applicable to groups applying for multiple sites]*. Describe the number of schools that you plan to open in Louisiana every year for at least the next five years, the year in which each school will open, and how the organization will adapt to meet changing community needs. If your network operates multiple models, identify the model that you will open in each location.

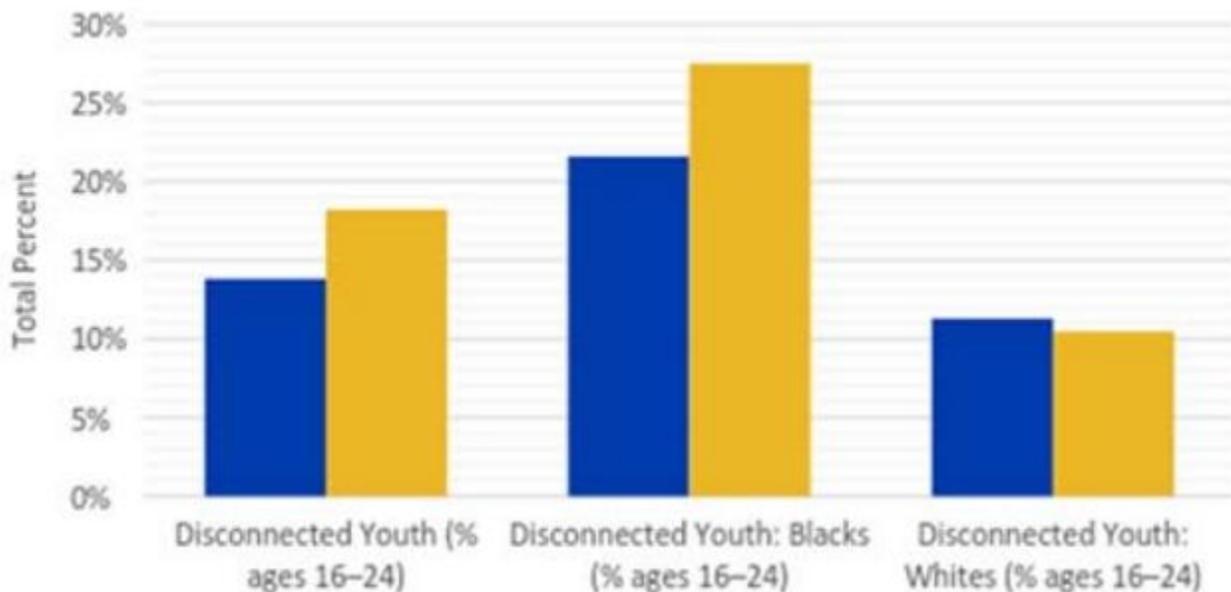
Attachment 8: CEO and Board Chair Succession Plan

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

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.

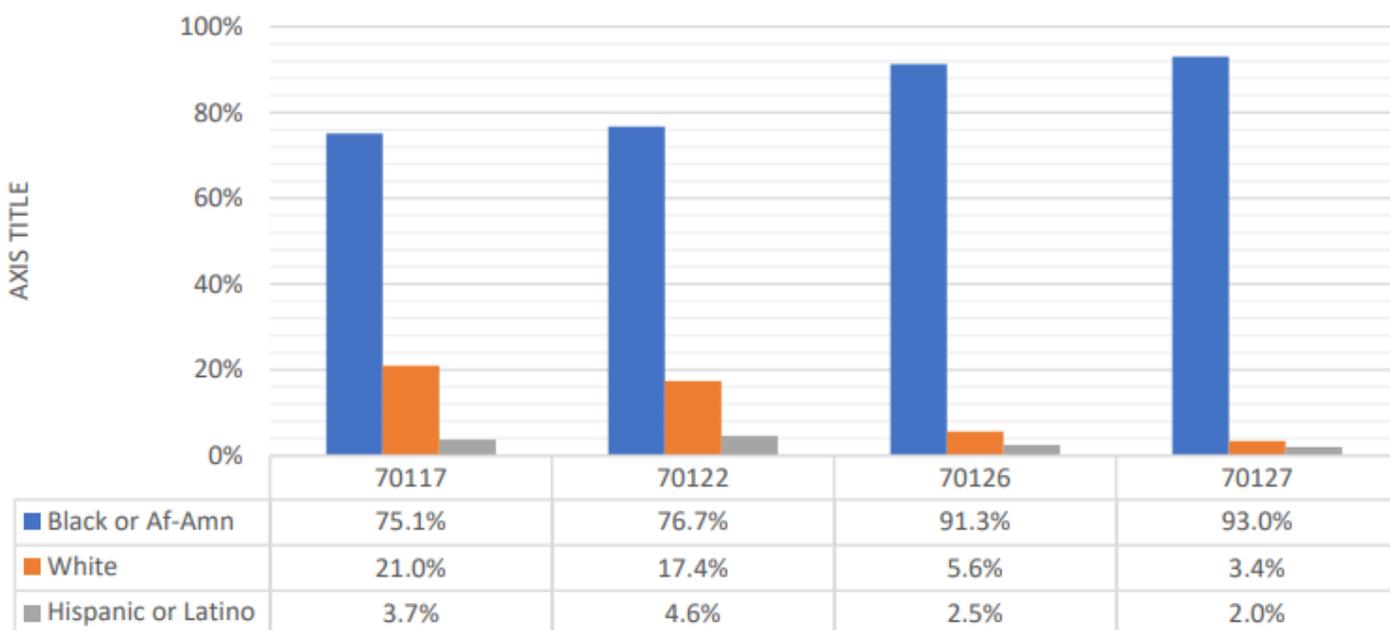
Youth Disconnection in New Orleans





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Race and Ethnicity by Zip Code



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.

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 8, 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 PMG 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.

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



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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.

Scale Strategy & Risk Mitigation

[This section does not apply to Louisiana-based operators that run multiple schools and are only applying to operate one or two additional new schools]

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization and the new school(s).
- (2) *[Applicable to groups that operate schools in other states]* Compare your efforts to scale operations to Louisiana to past scale efforts in other states.
- (3) Identify the greatest new threats to your success and the steps you will take to minimize the possibility that the threats you identified will prevent you from achieving your targeted outcomes.

Attachment 9: Organizational Chart (CMO and School Level)

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

PMG and the Pathways team will model the scale strategy for the charter in Orleans Parish after the successful expansions of programs in Arizona, Idaho, California, Illinois, Tennessee, and Caddo Parish, Louisiana. This level of expansion requires skilled leadership and coordination provided by a professional school management team with many years of instructional, operational, and fiscal experience in the Pathways model. The five-year expansion plan in Louisiana includes opening two sites in Orleans Parish over the course of two years. Pathways will seek partnerships with the OPSB district, as well as agencies in the area serving at-risk youth, to increase high school graduation rates and provide a specialized program to address the needs of disconnected youth and high school dropouts. Each site will serve up to 300 students, with an overall enrollment of 600 when both sites reach capacity.

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

Included in Attachment 1 is a list of the existing schools; all of these schools have been successfully operating for several years as measured by consistent enrollment, academic achievement, graduation rates, and staff retention. PMG intends to contribute significant resources to the start-up of network activities in the Orleans Parish in the form of school start-up financing (outlined in Attachments 8 and 14) and human resources prior to the receipt of public school financing.

The partnership between Pathways In Education-New Orleans and PMG creates a stable source of solutions for the school's possible threats. The leadership team at PMG has successfully managed and improved charter schools operating this model for over 25 years and the passion and experience of the Pathways In Education-New Orleans



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Board and leadership, combined with PMG's knowledge and skills will ensure success. 2. As stated above, PMG intends to contribute significant resources to the start-up and implementation of network activities in Orleans Parish in the form of school start-up financing (see budget in Attachment 14) and human resources prior to the receipt of public school financing. PMG will provide management services, as outlined in the Educational Service Provider contract, to PIE-NO (Attachments 8 and 14).

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

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

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

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

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

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

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



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different possible funding models.

Since PMG manages in excess of three schools, question 3 is not applicable.

To illustrate the ability for PIE-NO and PMG to meet financial needs if anticipated revenues are not received or are lower than estimated, a start-up budget and Year 1 cash flow contingency are provided in the budget workbook in Attachment 14.

Board Readiness

- (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.
- (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. 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; and,
 - The process by which the board will evaluate information and make decisions.
- (4) Describe the process by which your board identifies potential conflicts of interest before making decisions.
- (5) Develop the process by which you will develop and train your board.
- (6) *[Applicable to groups applying to open a school in a region they do not currently operate in]* Describe your plan for obtaining regional board representation for your proposed school(s).

Attachment 10: Charter Board Roles Template

Attachment 11: School Leader Evaluation Tool

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

A detailed start-up plan is provided in Attachment 8 that outlines tasks, milestones, timelines for completion and responsible parties.

PIE-NO will have an autonomous, independent Board of Directors dedicated to the successful operations of the school. The Board of Directors will consist of seven (7) individuals, of which one will be a parent or guardian of a current or former student or a former student of the charter school. The Board of Directors will be composed of individuals all residing in Louisiana of which at least 60% of the Directors will reside in Orleans Parish. The Board of Directors will consist of members with a diverse set of professional skills and practical work experience in the areas of education, public/nonprofit and/or for-profit administration or operations, community development, finance, and law. The Board of Directors shall consist of no more than one person from the same immediate family, as defined by the Louisiana Code of Governmental Ethics. No member of the Board of Elementary or Secondary Education is eligible to be a member of the Board of Directors. No elected official, as defined by the Louisiana Code of Governmental Ethics, is eligible to serve as a member of the Board of Directors. No individual formerly classified as an elected official is eligible to serve as a member of the Board of Directors for a period of one year



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following his or her termination from elected services. A board member will not be employed by the charter school in any manner or by the Orleans Parish School Board in any administrative capacity. Each Director shall serve for a term of one year and may serve consecutive terms subject to Louisiana charter school law. Redacted and un-redacted resumes for the PIE-NO Board of Directors can be found in Attachment 23.

PIE-NO's Board of Directors 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 charter school. The Board intends to contract with a Charter Management Organization ("CMO") or Educational Service Provider ("ESP") to assist the school in serving its target student population. Pathways Management Group, a 501(c)(3) nonprofit organization, ("PMG") has been identified as an ESP with a proven track record of serving at-risk students. PMG is a provider of services including, but not limited to, human resources, financial and instructional management services. PIE-NO's Board of Directors will oversee and ensure that PMG is responsible for serving certain operational needs of the charter school. If approved by PIE-NO's Board of Directors and contracted for services, PMG will help manage the charter school's day-to-day operations pursuant to a management agreement for such services ("ESP Contract")

Throughout the year, PMG will provide periodic academic and financial reports to PIE-NO's Board for review. Each year, PIE-NO's Board shall hire a qualified CPA to audit the charter school's financials and shall use this audit to evaluate PMG's performance as the charter school's back office accounting service-provider. Additionally, PMG shall provide an academic performance report for an accountability review by PIE-NO's Board. PIE-NO's Board will provide oversight of PMG 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 PMG, the PIE-NO Board, and each campus and will serve in this capacity until a Director of Instruction joins the team. The Director of Instruction will work closely with the school implementation team to accomplish all school start-up priorities, and to develop the staff at PIE-NO. The Director of Instruction will provide instructional support and evaluation of teachers and staff. This position will also provide regular updates to PIE-NO's 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 recommendations from PMG will decide on program changes and staffing.

PIE-NO's Board will hold regular meetings at least four times per year, with special or additional regular meetings held as deemed required by the Board. . All board meetings shall be conducted in compliance with Louisiana Open Meeting laws, including proper notice, meeting location, and proper meeting minutes for all board meetings. PIE-NO's Secretary shall maintain a book of minutes of all meetings and actions of the Board and shall cause to be kept records of the organization, including a copy of the Articles of Incorporation and Bylaws. Currently, PIE-NO has no intent on establishing any committees within its Board, but if PIE-NO operations or growth would benefit from such committees, committees may be formed to best meet the needs of PIE-NO.

PIE-NO's Board of Directors is responsible for all school policy decisions, including ensuring the charter school's academic program is implemented effectively resulting in quality student achievement, adopting appropriate school policies, reviewing the charter 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 charter school's fiscal performance, and ensuring that the charter school is performing



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its mission faithfully.

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

Furthermore, PIE-NO 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, PIE-NO would promptly respond to any finding and develop an acceptable action plan to remedy any deficiency as soon as reasonably practicable.

The financial management services provided to PIE-NO by PMG will be regularly evaluated for performance and fidelity, and be subject to the terms of the ESP Contract, with ultimate accountability to the PIE-NO 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 charter school's budget. 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 charter school



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- Approving contracts according to board policy

PIE-NO's administrative team and PMG 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 PMG-generated and PIE-NO Board approved reports according to the prescribed methods required by the Louisiana Department of Education, LAUGH Guide, and the Orleans Parish School Board.

As PIE-NO is working with an experienced ESP, a School/Portfolio Performance workbook is found in Attachment 1, specifically for schools managed by PMG. Please see Attachments 9 and 16 for PIE-NO's Bylaws and the ESP Contract for additional information.

Financial Readiness

- (1) 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.
- (2) To whom will your financial manager or back-office service provider report: the school leader or the board?
- (3) Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall.
- (4) Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture

Attachment 12: Qualified Business Manager/ Financial Manager Resume

Attachment 13: Financial Manager Contract

Attachment 14: Financial Template

Attachment 15: Budget Narrative Template

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

The Financial Plan and Budget for Pathways In Education-New Orleans is located in Attachment 14.

The Budget Narrative for Pathways In Education-New Orleans can be found in Attachment 15.



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PIE-NO and PMG will collaborate in budget development and monitoring, meeting on a regular basis to identify the needs of the school and to weight each need. These discussions will ensure the budget is regularly reviewed and adjusted to reflect the actual financial condition of the school. When determining the weight of each area of need, the management team will first consider the impact to student success, the impact to teacher morale and preparedness, and finally, the financial position of the school and the spending level in comparison to spending on other areas.

The budget position of the school will regularly be reported to the Board of Directors, and a formal budget will be presented to the Board for approval annually. The school's enrollment will be monitored for reasonableness at the school level. An analysis of expenses focused on salaries and employee benefits, occupancy, insurance, professional services, curricular materials and capital expenses will be conducted on a monthly basis. One of the most important responsibilities of the PIE-NO Board of Directors will be the creation and maintenance of the school's budget.

The Board will be directly responsible for:

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

Administrators and PMG will be responsible for:

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

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

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

PIE-NO will fully comply with all applicable financial reporting and legal requirements regarding fiscal



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management, and has broken down its commitments into three categories:

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

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

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

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

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

Per the Louisiana Open Meetings law, budget approval and audit results will be included on the agenda for the appropriate board meetings, and as such, notice will be made to the public. PIE-NO does not yet have a contract with PMG and therefore an audit is not readily available.

Please review Bylaws and ESP draft contract for further details.



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Step # Description

1. Client identifies and outlines specific services required
2. Management Organization establishes an RFP team consisted of non-biased, objective team members
3. RFP Team identifies 5 qualified vendors through detailed research of initial website search, business ratings and feedback, etc.
4. RFP Team submits the Formal RFP to the qualified vendors selected
5. Qualified Vendors send their responses, agreeing to participate in the RFP process
6. RFP Team schedules meetings as/if requested by the Qualified Vendors
7. RFP Team consolidates all written questions submitted by qualified vendors and answers them
8. RFP Team disburses questions and answers to all vendors participating in the RFP process
9. Qualified Vendors submit their formal proposals to the RFP Team by a specified due date listed in the RFP
10. RFP team consolidates all proposals received and creates a detailed summary to present to a review committee
11. Client identifies the "Review Committee" team based on services being requested
12. RFP Team develops the evaluation matrix to rate vendor
13. Review Committee is provided with a detailed summary from RFP Team for review
14. Review Committee formally meets & reviews each member's evaluation & determines the vendor to recommend for approval with the RFP Team
15. RFP Team prepares the proposal for the board
16. Legal reviews the proposal and drafts a contract to present to the board
17. Review Committee summarizes their recommendation to the board at the Board meeting
18. Board Approves Proposal
19. Contract is executed

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

Educational Service Provider {If applicable}

- (1) If your non-profit plans to use an Educational Service Provider (ESP), please provide as an additional appendix a copy of the ESP contract that your non-profit board will sign with the ESP that you have selected. Additionally, please provide an independent audit of the ESP as part of that additional appendix.

Attachment 16 : ESP Contract (If applicable)

Attachment 17 : ESP Audit (If applicable)

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



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PIE-NO is designating Pathways Management Group (“PMG”), a 501(c)(3) California nonprofit corporation, as its ESP in its charter. PIE-NO and PMG will negotiate the terms of a management contract pursuant to which PMG will provide accounting services, human resources services (including recruitment and training of administrators, faculty, and staff), marketing services, facilities maintenance, property management, program development, instructional development and training, and instructional supervision to PIE-NO (“ESP Contract”). Please review Board responsibilities in Attachments 9 and 16.

As part of PMG’s support services, PMG will employ a Director of Implementation and Assistant Superintendent to oversee program implementation, program compliance, and professional development. The Director of Implementation and Assistant Superintendent will provide direct supervision to a Director of Instruction, and the principal of the campus, once hired. The Principal will be an employee of PIE-NO and will be responsible for the supervision of the charter school’s entire staff. This reporting structure allows PMG to respond the charter school’s operational and instructional needs quickly and create professional development programs that are tailored and responsive to PIE-NO’s administrative and staffing strengths and weaknesses.

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

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

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

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

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

In the event of breach of the ESP Contract with PMG, PIE-NO can exercise its rights as outlined in the ESP Contract - Article 15: Termination and Closure, which includes specific terms for cause, related time requirements,



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and financial responsibilities. The ESP Contract is located in Attachment 16.

Specifically, the ESP Contract defines material breach of the management agreement to include failure of PMG to provide services as required, or any other act or failure to act by PMG which undermines the joint purpose of the agreement. PIE-NO must provide PMG with a written notice of the material breach and allow PMG 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 PMG is unsatisfactory, then PIE-NO may terminate the agreement under the procedures further outlined in Section 15.4 of the ESP Contract.

In the event of a dissolution of the aforementioned ESP Contract, PIE-NO and PMG will ensure the protection of sensitive student data and fully comply with the provisions of R.S. 17:3913 and R.S. 17:3914, with respect to maintaining the privacy of personally-identifiable student information.

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

Though PMG will assist with the recruitment and hiring process of the charter school's instructional staff, the instructional staff will remain employees of the school in the event the ESP Contract is terminated. In the event of such termination, PIE-NO would locate another CMO, ESP, or vendor to provide human resources services or would hire its own employees to perform human resources functions. Please review Attachment 16 for more information.

School Leadership Team Capacity {If applicable}

[Not applicable to groups that have operated two or more schools for at least three years each] Note that the application should not refer to the experiences of an Educational Service Provider or another company (such as a back-office service provider) that will provide services to the school. All responses in this section must speak specifically to the school leadership team that will oversee the operation of the proposed school.

- (1) Provide (as part of Attachment 23) the resume for every member of the school leadership team. These should only be the senior most individuals responsible for the academic, organizational, and financial operations of the school who report either directly to the board or the school leader.
- (2) Describe the school(s) and/or academic program(s) for which the school leadership team has been responsible. Describe their leadership role(s) and primary responsibilities at the relevant school(s) and/or academic program(s). The response should describe, using data where possible, the impact that these individuals had on their school(s) and/or academic program(s).
- (3) Describe relevant leadership positions that the proposed school leadership team has held in which they were responsible for the operations and/or finances of program(s) and/or organization(s). Describe the leadership roles that were held and primary responsibilities for the relevant program(s) and/or organization(s). The summary should describe the impact that these responsibilities had on the success of the relevant entities.



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- (4) Provide multiple years of student academic performance data under the proposed school's leadership team. This data must include, but is not limited to, proficiency and growth on state and national standardized tests (where available), and data on graduation rates and growth for applicants proposing to serve high schools.
- (5) Provide data or evidence that speaks to the organizational and/or financial viability of the program(s) and/or organization(s) for which members of the school leadership team were responsible as a leader.

Attachment 18: CEO: Job Description and either resume or recruitment plan

Attachment 19: CAO: Job Description and either resume or recruitment plan

Attachment 20: Director of Special Education: Job Description and either resume or recruitment plan

Attachment 21: CFO and/or COO: Job Description and either resume or recruitment plan

Attachment 22: School Leadership Team Job Descriptions

Attachment 23: School Leadership Redacted and Unredacted resumes

Attachment 24: Authorizer Approval (for non-OPSB charters awarded, but not in operation)

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

Please review attachments 18-23 for additional information about school leadership and attachment 1 for information on other schools operated.