PATH ACADEMY

Application to the State of CT Department of Education for a State Charter School
April 1, 2013

Submitted by founding members:
Bob Rath
Hector Rivera
Scott Sugarman
Sean Seepersad
Chris Murray
Rosa Plaza
Cassandra Sullivan
Jinelle Hooker
Kathryn Rock

CHARTER SCHOOL APPLICATION SUMMARY

This application summary will be used by the CSDE for a quick analysis and administrative processing of the applications received. The information provided must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Path Academy
(Proposed Charter School Name)

Willimantic/Windham, CT
(School Location (city/town))

Charter Applicant Representative:

Contact Person: Bob Rath
Organization: Our Piece of the Pie®, Inc.
Street: 20-28 Sargeant Street
City: Hartford State: CT Zip: 06105
Telephone: 860-761-7377 Fax: 860-548-9714 Email: bob.rath@opp.org

TYPE OF SCHOOL	
Local Charter School	
State Charter School	✓

Indicate number of persons involved in each category

FOUNDERS	
Parents	
Teaching Staff	
Business Community	
Community Organization	9
Higher Education Institution	
Others	

FACILITY	Yes	No
Do you presently have access to a facility suitable for a school?		✓ (in process of acquisition)
When will you be able to take occupancy?	Date: July 2014	

PROJECTED STUDENT ENROLLMENT

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1											66	36	12	6	120
Year 2											105	50	33	12	200
Year 3											44	80	47	29	200
Year 4											59	34	64	43	200
Year 5											72	45	31	52	200
Total											**346**	**245**	**187**	**142**	**920**

*Based on an estimated 85% retention rate and 10% acceleration rate.

Signature (Charter Applicant) Date 3/27/2013

Table of Contents

EXECUTIVE SUMMARY **1**

SECTION I: SCHOOL VISION & DESIGN **5**

1 – Mission and Vision 5

2 – Educational Philosophy 11

3 - Curriculum 29

4 - Instruction 77

5 – Student Assessment 84

SECTION II: STRENGTH OF ORGANIZATIONAL EFFORT **96**

1 – Description of Founders 96

2 – Governance & Management 102

3 – Evidence of Support 119

SECTION III: STUDENT COMPOSITION, SERVICES & POLICIES **121**

1 – School Demographics 121

2 – Child Day Care Services 131

3 – Special Education & Section 504 132

4 – Teaching English Language Learners 137

5 – Admissions Policy & Criteria 144

6 – Student Discipline Policies 150

7 – Student Health & Welfare 158

SECTION IV: SCHOOL VIABILITY & ADMINISTRATION **159**

1 – Human Resources Policies & Information 159

2 – Building Options 173

3 – Financial Plan 175

4 - Transportation 178

5 – Waiver Requests 179

6 – Self-Evaluation & Accountability 180

7 - Timetable 182

PREFERENCES **184**

1 – High Need Student Populations 184

2 – Turnaround Model 189

3 – Reduction of Isolation 190
4 – Higher Education Institution 194
5 – Priority School District 195
6 – Location at a Work Site 196
7 – Serving an Underserved Population 197
SECTION V: DOCUMENTATION 199
APPENDICES (SEE APPENDIX LIST) A1
A - Teacher Resources for Project-Based Learning A1
B - Academic Calendars B1
C - Sample Student Schedule C1
D - Sample Teacher Schedule D1
E - List of Community Partnerships & Meetings E1
F - Course Catalog F1
G - Academic Learning Objectives G1
H - Performance Framework H1
I - Non-Academic Learning Objectives I1
J - Thrive Curriculum Materials J1
K - Work Readiness Credential Sample Test Questions K1
L - Consultant Resumes L1
M - Job Descriptions M1
N - Facility Materials N1
O - Resumes – Our Piece of the Pie, Office of Research & Organizational Performance O1
P - PowerSchool Screenshots P1
Q - Kickboard Screenshots Q1
R - Efforts to Outcomes™ Screenshots R1
S - Example of a Student Data Dashboard S1
T - Founding Members Resumes T1
U - Segmentation Analysis – Windham, CT U1
V - Catchment Area Study – Windham Region V1
W - Budget Documents W1
X - Draft Board Member Agreement X1
Y - Sample Board Metric “Dashboard” Y1
Z - Draft Board By-Laws Z1

AA - Draft Certificate of Incorporation AA1
BB - Draft Memorandum of Understanding BB1
CC - Our Piece of the Pie®, Inc. Materials CC1
DD - Letters of Support DD1
EE - Completed Waiver Request Form EE1
FF - Sample Interview Materials FF1
GG - SEED Comparison GG1
HH - Example Pathways Staff Evaluation Tool HH1
II - Draft Fiscal Policies & Procedures Handbook II1
JJ - Resumes – Our Piece of the Pie, Finance Office JJ1

Executive Summary

Overview

The mission of Path Academy is to re-engage over-age, under-credited students[1] in education, supporting them through mastery of the critical skills necessary for success in college, career, and community. Path Academy's innovative model, academic program, and overall vision has been created in service to the Windham region's[2] over-age, under-credited (OU) students. Path Academy will offer these students a supportive environment in which to turn from current or future high school dropouts to scholars achieving high academic and non-academic standards.

Path Academy will bring this unique learning environment to a community in need of a solution for these students. Although a small semi-urban area, Windham faces significant challenges, just as daunting as those in Connecticut's major cities[3]:

	Windham	Hartford	Connecticut
4-Year Graduation Rate	62.8%	59.8%	81.8%
English Language Learners	26.7%	17.7%	5.5%
Free/Reduced Lunch Eligibility	75.5%	90.7%	34.4%
Students with Disabilities	17.4%	14.7%	11.6%

As Windham's 4-year graduation rate is only 62.8%, this means that 37.2% of students have either fallen behind or dropped out – that is, they are over-age and under-credited (OU). These students have struggled in traditional education models, and need innovative teaching and learning techniques to help them get back on track to a timely high school graduation. This is particularly true in the new era of the Common Core State Standards, which presents a specific challenge to districts already fighting the dropout crisis of how to support students who are now expected to achieve at even higher levels. With only one regional alternative education program available, there is a clear lack of options for students struggling in Windham's traditional high school. Path Academy will enhance the educational options for these OU students through the innovative design discussed in detail below. In particular, many of the core educational philosophies presented in our design will cater to a community with such high incidences of English Language Learners and Students with Disabilities.

The host district of Windham will be offered a preference for 75% of the seats at Path Academy. Serving 120 students in year one, and growing to a maximum size of 200 by year five, Path Academy will mitigate their nearly 40% dropout rate, giving students who cannot succeed in a traditional education environment a different path to success. While the 18 other districts in the school's catchment area see dropout rates far lower than this, none have a 100% graduation rate. This means that, although a smaller group, these districts also have students who are not able to achieve in the traditional schools. They, too, deserve an opportunity to find their paths to success.

Path Academy will target these OU students, changing their trajectory from one filled with the hardships of a high school dropout, to one filled with the successes of a young adult leaving high school prepared for postsecondary success. In a supportive environment tailored to fit the needs of this population, Path Academy's students will master the core skills necessary for success in and beyond high school. They will graduate prepared to attend college, work toward meaningful careers and contribute to their community. They will see higher rates of employment, and rely less on government support systems. They will be incarcerated at lower rates, and will

[1] Over-age, under-credited students are those who have fallen behind in credit accumulation and have therefore fallen behind their original graduating cohort by failing to be promoted from grade to grade. Many of these students eventually drop out of high school; those dropouts who return to high school are typically behind in credit accumulation for their intended age/grade, and are therefore also over-age and under-credit.
[2] Eligible Connecticut districts include: Windham, Andover, Ashford, Chaplin, Coventry, Hebron, Lebanon, Mansfield, Marlborough, Norwich, Scotland, Tolland, Vernon, and Willington.
[3] Source: CT State Department of Education CEDaR.

contribute more in taxes.[4] Overall, they will help to bolster the success of the Windham region, rather than burdening an already strained economy.

School Model

In designing the school model, founding members focused on the unique challenges that OU students face. Whether due to academic or personal difficulties, these youth have previously struggled in and disengaged from traditional schools, failing to receive the supports that they need to achieve success. Despite previous difficulties, we believe that these students can succeed in the appropriate settings. Using a combination of innovative strategies, Path Academy will re-engage OU students and support them through a challenging and rigorous academic program.

Path Academy students will be expected to move toward academic proficiency and earn credits at an accelerated pace in a personalized and data-driven learning environment. The school will leverage the integration of technology (blended learning), project-based learning, and extended learning time opportunities to best support students to mastery of skills and concepts aligned with the Common Core State Standards and Connecticut State Frameworks. These instructional techniques will be coupled with a shift to mastery-based progression through courses, rather than progression based on "time-in-seat." This work will be anchored by holistic student supports, as focused youth development and postsecondary preparation will be infused into every student's experience. These supports will help students to remove barriers and focus on their academic success.

Students will succeed in this model by following the school's core values that will put them on the PATH to success: **P**ersonal Development, **A**chievement, **T**eamwork, and **H**umanity. The school's PATH values give students a way to think about creating and staying true to their own path to success. This is reflected in the school's vision for each individual student, with the PATH values each preparing students in a different way for success in college, career, and community.

The Path Academy model incorporates many innovative strategies designed to support OU students to mastery of Common Core skills. OPP has focused intently on creating a delivery strategy that will work for OU students - while the curriculum itself is crucial, OU students also need alternative instructional strategies in order to reach success. The strategies that we plan to use, which have all proven to improve student achievement, are embedded within the eight core philosophies that guide the school model:

Philosophy 1: Youth must be given the appropriate supports, both within and beyond academics, in order to succeed.

Youth development agency Our Piece of the Pie®, Inc. (OPP®) has served as a source of inspiration for Path Academy's model. OPP's Pathways to Success approach is the foundation of the school model, lending holistic supports that are particularly crucial for OU students. Youth development services keep students engaged and help them to acknowledge and break down their barriers. Postsecondary preparation activities demand a focus on student success after high school, while supporting their academic careers at Path Academy.

Philosophy 2: Students must be active participants in their own learning.

The school model facilitates active learning through the instructional model of project-based learning, with a gradual release approach. Teachers will deliver daily instruction to support students in mastering critical academic skills, which they will practice and apply through projects. This teaching and learning strategy focuses simultaneously on building the necessary foundational and higher order thinking skills. Over the course of their high school career, students will experience this gradual release more intensely, as projects are increasingly rigorous, interdisciplinary, and student-driven as they progress. Project-based learning gives students a sense of ownership and autonomy, a particularly important technique for OU students, who have most often been passive bystanders to their own education.

[4] Source: CT State Department of Education CEDaR.

***Philosophy 3:* Technology is a critical 21st century skill, and must be incorporated into every aspect of the school model in order to adequately prepare students for post-secondary success.**

The school model employs a blended learning strategy, combining computer-based instruction with teacher-facilitated instruction. Research shows that OU students fare best when technology is combined with teacher-student interaction. Students will complete coursework on a lab rotation, using computer-based education programs at their own personal computer stations, in addition to experiencing digital content during teacher-facilitated instruction time.

***Philosophy 4:* High quality teacher instruction is crucial for students at every stage of learning – particularly for students who are struggling or behind in skill attainment.**

Path Academy recognizes the need for high quality teacher-led instruction for students who are behind in basic skills. Therefore, gradual release applies to every course, allowing teachers to work closely with students on skill mastery before allowing them to be designers and leaders of their own meaningful project experiences. Our school model will employ the Framework for Effective Instruction (as developed by the Center for Urban Education and honed in the New York City transfer schools) to guide teaching.

***Philosophy 5:* Students must never move back, only forward.**

In a traditional education environment, if students do not master enough concepts/skills to pass a class, they must move all the way back to the beginning - a particularly familiar situation to OU students. At Path Academy, students will never move back to the beginning – the school will use a different approach to move their learning forward. In other words, there is no failure, just continued work toward proficiency. This is supported through differentiated instruction and mastery-based progression. This type of personalized instruction allows teachers to create learning pathways that meet each student as his/her current level of content understanding/mastery (while still teaching all of the same key skills). This is not only crucial for OU students, but other targeted populations, such as English Language Learners, as well.

***Philosophy 6:* Assessment is an ongoing part of good teaching & learning and data is vital in creating a positive and effective school environment.**

The effective implementation of many of these innovative techniques requires that teachers and students constantly focus on data in order to get better. Data shows when a student has mastered a concept or skill, or when they are struggling and need to find a different learning technique. This data will guide teachers in creating learning pathways for each student. This is critical for OU students, who have most often missed certain, but not all, key skills in any given class. The use of data will allow them to focus on only the skills that they have not yet mastered. This will help to keep them engaged in school, and will ensure that they master the appropriate skills before moving forward.

***Philosophy 7:* More time in school leaves less time to fall behind.**

Path Academy expects students to accelerate credit accumulation and get back on track to timely high school graduation. In order to accomplish this, the model uses extended learning time. That said, more time on what has not worked in the past is not our strategy - our model features more time on task <u>and</u> a far richer mix of learning activities.

***Philosophy 8:* Parent and community engagement is critical to student success, both within and beyond high school.**

Path Academy asks that students engage in the community, and that the community (including parents) engage in the school. This type of engagement has shown to improve student achievement. They also give students a sense of

ownership and civic responsibility, as well as providing real world experiences and community investment in their work.

Conclusion

The entire Path Academy model is built around these eight core philosophies, from curricula to discipline plans, assessment systems to programming for students with specific needs. The instructional strategies associated with each philosophy will allow teachers and staff to support OU students on their paths to success. In addition, the Path Academy model is specifically tailored to the needs of OU students in the Windham region. Working with Windham Public Schools leaders, the Windham Federation of Teachers, and community members/organizations, founding members have taken a school design targeting OU students and ensured that it will tackle the specific needs of students in the Windham region.

This student population has been too long overlooked and continues to contribute to the state's dropout crisis. With each Connecticut dropout costing the state more than $500,000 over his/her working lifetime, we can no longer afford to wait. We must create innovative solutions for these students now, and better prepare them for success in the life ahead. Students at Path Academy will learn the academic and non-academic skills that they need to turn their futures from costly to contributory. This will allow them to shift from economic burdens to productive members of their community. Instead of increased rates of incarceration and costly health issues, these students will see college graduations and meaningful careers. And instead of plummeting property values and an ever-growing tax burden, their communities will see a growing tax base and active citizens. This is the true long-term vision for what Path Academy will achieve in partnership with parents and the greater community.

I. SCHOOL VISION AND DESIGN

1. Mission and Vision Statements

A. Describe the mission of the charter school. Define the core purpose and key values of the school including the school model and the students to be served. The mission should be consistent with high academic standards, be succinct and meaningful, and be reflected throughout all sections of the application.

The mission of Path Academy is to re-engage over-age, under-credited students[1] in education, supporting them through mastery of the critical skills necessary for success in college, career, and community. Path Academy's innovative model, academic program, and overall vision has been created in service to the Windham region's[2] over-age, under-credited (OU) students. Path Academy will offer these students a supportive environment in which to turn from current or future high school dropouts to scholars achieving high academic and non-academic standards.

In designing the school model, we have focused on the unique challenges that OU students face. Whether due to academic or personal difficulties, these youth have previously struggled in and disengaged from traditional schools, failing to receive the supports that they need to achieve success. Despite previous difficulties, we believe that these students can succeed in the appropriate settings. Therefore, Path Academy has been designed to look, feel, and operate drastically differently than traditional high schools. Using a combination of innovative strategies, Path Academy will re-engage OU students and support them through a challenging and rigorous academic program.

Youth development agency Our Piece of the Pie® (OPP®) has been the source of inspiration for the foundation of Path Academy. The school infuses OPP's Pathways to Success approach into the school model. This signature approach has seen great success in community, high school, and community college settings, combining the three fields of youth development, education, and workforce development to support the whole youth.

The Pathway to Success approach will provide holistic student supports, which will allow students to remove barriers and focus on their academic success. Path Academy students will be expected to move toward academic proficiency and earn credits at an accelerated pace in a personalized and data-driven learning environment. The school leverages the integration of technology, project-based learning, and extended learning time opportunities to best support students to mastery of skills and concepts aligned with the Common Core State Standards and Connecticut State Frameworks. This work will be anchored in a school culture of youth development and focused college and career preparation. Students will succeed in this model by following the school's core values that will put them on the PATH to success: Personal Development, Achievement, Teamwork, and Humanity.

B. The vision should align with the mission and provide an image of the school once it is operating. It should articulate what the school will achieve for the community it serves, students, parents, teachers and beyond.

Although a smaller district, made up of both semi-urban and rural communities, Path Academy's host district of Windham suffers from challenges at the same level as many of Connecticut's major urban centers. Youth in the Windham region feel the effects of poverty, illiteracy, and unemployment – all community challenges that become roadblocks to student success. Many of these young people become disconnected and disengaged in school, and when the traditional system stops working for them, they drop out. When the system fails these disconnected youth,

---

[1] Over-age, under-credited students are those who have fallen behind in credit accumulation and have therefore fallen behind their original graduating cohort by failing to be promoted from grade to grade. Many of these students eventually drop out of high school; those dropouts who return to high school are typically behind in credit accumulation for their intended age/grade, and are therefore also over-age and under-credit.

[2] Eligible Connecticut districts include: Windham, Andover, Ashford, Chaplin, Coventry, Hebron, Lebanon, Mansfield, Marlborough, Norwich, Scotland, Tolland, Vernon, and Willington.

leading them to drop out of high school, they are not the only ones to feel a long-lasting impact. A recent commissioned study by Andrew Sum estimates that, on average, every high school dropout in Connecticut costs the state more than $500,000 over his/her working lifetime.[1]

Path Academy will target these students, changing their trajectory from one filled with the hardships of a high school dropout, to one filled with the successes of a young adult leaving high school prepared for postsecondary success. In a supportive environment tailored to fit the needs of this population, Path Academy's students will master the core skills necessary for success in and beyond high school. They will graduate prepared to attend college, work toward meaningful careers and contribute to their community. They will see higher rates of employment, and rely less on government support systems. They will be incarcerated at lower rates, and will contribute more in taxes.[2] Overall, they will help to bolster the success of the Windham region, rather than burdening an already strained economy.

Overview

The school's guiding mission to re-engage OU youth and support them on their paths to success drives the broader vision and school model for Path Academy. The school's core purpose and key values demand that we maintain a relentless focus on the following student academic outcomes:

1) Students will demonstrate mastery of core skills in all core content areas;
2) Students will significantly exceed national benchmarks for attendance and performance in reading, writing, and math;
3) Students will graduate with a Connecticut high school diploma;
4) Students will succeed in postsecondary placements (college and career).

In addition, students at Path Academy will maintain a constant focus our values in the areas of **P**ersonal development, **A**chievement**, T**eamwork, and **H**umanity, which will guide their journey toward success. Developing their PATH values will allow them to achieve not only the broad and long-term academic outcomes above, but also master academic (e.g. critical thinking) and non-academic (e.g. accountability) learning objectives. Aligned with the values of PATH, certain key elements of Path Academy's model will allow students to develop and follow these paths to success:

Personal Development

To achieve success, students must develop an understanding of who they are and where they want to go in their lives. Key elements of the Pathways to Success approach will allow the school to implement **youth development** techniques to help students develop this skill, focused on social-emotional development. These have proven to help re-engage OU students and get them on the path to success, by engaging them in taking an active role in their own personal development. Students will be asked to extend this skill to planning beyond high school, as they engage in focused **postsecondary preparation activities**. The academic program of the school will also focus on **personalizing student learning**, allowing them to work at their own pace, and implementing supports specific to their learning needs. Students will also be involved in assessing their own achievement data to gain a personal understanding of how they are developing as a scholar.

Achievement

Data will drive instruction at Path Academy. Teachers and staff will focus on achievement data from formative, interim, and summative assessments when developing each student's learning pathway. This will ensure that each student receives the proper supports in a timely fashion, to ensure that they will progress on pace. Students will progress based on **mastery of skills**, rather than on the number of hours that they spend in the classroom, ensuring that the school holds all of its students to the same rigorous academic standards. The school's **blended learning** model will leverage the integration of technology to support student achievement, keeping students engaged and allowing them to master the critical 21st century skill of technology proficiency. **Extended learning time** will afford students more days per year (206) and hours per day (8) to work toward mastery of skills. Each of these strategies

[1] Sum, Andrew. 2009. *The Fiscal Consequences of Dropping Out of High School and Failing to Complete Additional Years of Post-Secondary Schooling in Connecticut.* Center for Labor Market Studies, Northeastern University.
[2] Ibid.

supports student achievement, ensuring that they will master the critical skills that they will need for success in college and career.

TEAMWORK

The school model will take a "team" approach to each student's success, supporting involvement of school staff, parents, and community members. This collective investment will serve as a model for how students are expected to engage with each other and their community, working together to achieve outcomes. Students will particularly practice this skill in the school's **project-based learning** curricula. Each course is built around student learning through completion of projects, which allow students to apply classroom skills to real world problems, while developing teamwork and problem solving skills. Students will be asked to collaborate in the classroom, giving input in a student-centered learning environment, where teachers act as facilitators rather than lecturers. This strategy will help students develop skills crucial for success in the workplace, where they will be expected to work with colleagues, as well as in the community, where they will need to work with all stakeholders for a common good.

HUMANITY

Balancing against the first key value of personal development, students are also asked to focus on how they can contribute to the collective. They will practice this skill through teamwork within the school, but also through the school's focus on **community engagement**. Through experiential learning opportunities, community service projects, and workforce development activities, students will learn how to engage with their community, and in turn, invite their community to engage with their own work. Humanity will also be the cornerstone of the discipline system at the school, rewarding students for demonstrative understanding of kindness and compassion. This skill will impact the success of these young people at all stages of their lives, within and beyond high school.

Using these innovative strategies and whole child supports, Path Academy will re-engage OU students and ensure that they master the skills critical to their success in and beyond high school. Taken as a whole, the school thinks of these strategies as providing the framework for each student's Path to success.

STUDENT SNAPSHOT: A DAY IN THE LIFE

Jessica wakes to the sound of her alarm, closely followed by the morning cries of her 14-month old daughter, Sarah. She completes her morning routine, getting herself and Sarah ready for their days. As she packs up, Jessica's mother hands her a stack of school papers, with a reminder to print her project outline that they had gone over together the night before. Jessica smiles, thinking how different school is for her now. Jessica's mother is even able to help with schoolwork, because Path Academy has taught her why that support at home is so important to Jessica's success, and given her the tools to provide it.

Jessica drops Sarah off on her way into school, remembering how grateful she was when Path Academy offered to connect her with a partnering childcare center. She reminds the center that today is a "Grandma" day – her mother will be picking Sarah up, so that Jessica can stay through the school's extended day until 4pm. Although it's the end of June, and most of her friends will be spending their day at the pool, Jessica knows that this extra time in school will help her stay on the path to success, leading her through high school and on to college.

She has been at the school since January, and has already completed several courses, helping her to catch up from when she had dropped out of school to care for Sarah. In fact, this is one of the reasons that Jessica chose to join the school. After Sarah, she had dreaded going back to school, knowing that she would have to retake many of her classes, even though she had only missed the last few months of them during her sophomore year. But, after some prodding from her former track coach, Jessica had attended an open house at Path Academy in the fall, and learned that she could earn credits in a much different way than she had at her previous high school. Instead of sitting through an entire year of English to get the credit, she could do the work at her own pace, and pass the course once she proved that she had mastered the right Common Core skills.

With Sarah safely settled, Jessica makes the short trip up the street to school. Glancing at her schedule for this 7-week Instructional Cycle (the school's way of breaking the year up into manageable units, with an interim assessment at the end to see how far each student has progressed), she walks into the school's Learning Lab, a community learning space with individual and group work stations that students return to often during the course of a day. She is greeted by Mike, her Youth Development Specialist (YDS), and the first adult who welcomed her to Path Academy. He has played a big role in Jessica's success at the school, starting with helping her to understand that the school's

key values of Personal Development, Achievement, Teamwork, and Humanity will set her on the PATH to success. Jessica now lives by these values; after six months, she even understands them well enough to nominate students for special recognition when they have demonstrated an above-and-beyond commitment to them.

Mike reminds Jessica that they'll be sitting down today to go over her SSP (Student Success Plan), the plan that every student and his/her YDS create together to map out a guide to achieving SMART goals for academic, personal, and postsecondary success. Jessica is excited, because today they are going to talk about how the special skills and interests that she is passionate about, called sparks, connect to her career dreams – a key element of personal development for every student at the school. This foundation will help her build a specific path to make sure that she will graduate from high school prepared to succeed in college and career.

At 8am, Jessica makes her way to her first class period, an integrated math course titled "Geometric Foundations: Intro to Urban Planning." She is in the final Instructional Cycle for this course, so she has been working on a final project with her team – designing a site plan for a state-of-the-art high school. Today, her teacher spends some time with the team demonstrating how their knowledge of angles and other skills that they have acquired are used in building a floor plan, then leaving them to work together on their own floor plan. Jessica works with her team, while her teacher and the school's ESL program teacher work together with some of her Spanish-speaking classmates on the skills that they will need to write the proposal to go along with the site plan.

Jessica and her teammates reflect back on the smaller projects that they have been completing throughout the course, letting those guide their design. With a number of successful projects under their belts (projects drive the progression of every course in the school), they now understand how to design and manage a project: they must remember to work under the guidance of their PATH values, and look to the project rubric to keep them on track to achieving success. They check their previous project rubrics carefully to see what they had missed in these projects, to be sure that they will include them this time. This project must be the best that they can make it, because architects from a local firm will be coming in to watch their final presentation.

At the end of the period, Jessica and her teammates each move on with their own personalized schedules for the day. Because each of them have tested into the school at different levels of learning in different content areas (here, these levels are broken into five Bands aligned with specific standards), they do not spend the whole day together. Some go to social studies and science courses, others to electives, like Restorative Justice and Art. Each will be guaranteed, though, to take English Language Arts and math classes, no matter where they are in their academic careers. Jessica and her schoolmates have learned that these subjects are the foundation for everything else that they do. They are reminded of how serious their school is about giving them these foundational tools when they take their interim assessments at the end of each Instructional Cycle. No matter what course they are in, they can be sure that they will be asked to demonstrate clear mastery of the literacy and numeracy skills that they need for every content area.

Designed as intermediate measures for the state's Smarter Balanced Assessment, these interim assessments give Jessica, her teachers, and her mother detailed feedback on where she stands in her mastery of these skills, and where more supports must be focused. Jessica knows that Path Academy expects her to achieve at the highest level, even enrolling in college dual enrollment courses when she tests into her final Band. But, she also knows that these interims are not an "end of the road" test – rather, a way for her to get the help that she needs to ensure that she stays on her path to success. She looks forward to her Intervention/Acceleration periods each day, because the extra time on Edgenuity™, her computer-based learning program, lets her catch up on some of the content that she has not yet learned, so that she can work with her classmates on learning new skills while they are in the classroom.
In addition to coursework, Jessica also spends part of her day participating in youth development and postsecondary preparation activities. This multi-faceted academic experience is part of the school's teamwork value, which extends from student classroom expectations, all the way through how the school's staff members approach each student. Jessica loves that she is learning not only the skills for solving quadratic equations and writing persuasive essays, but also the skills to problem-solve and work with peers in a professional setting – things that she knows will make her successful when she goes out to enter college or build a career.

For now, Jessica gets to work on these skills during her Pathways Advisory Group time with her peers. She also works on them during her enrichment activities, which give her a chance to participate in things like sports/health clinics and music production workshops each week, so long as she has progressed far enough in her coursework. But, she is looking forward to the future, when she will get to use the school's value of humanity and take her workplace skills out into the community, to participate in internships and community service projects.

Jessica represents just one of the many types of students that Path Academy is both prepared and excited to serve. Facing hardships in her life, Jessica had given up on education before Path Academy reached out to offer her a way to build a new path to success. Now, she knows that no matter what else she may face, she will have the tools to get her to mastery of the right skills for a great high school career. More than this, she is confident that, by the end of her time at the school, she will be completely prepared to succeed in college and career.

This is the vision of a young person at Path Academy.

Community Vision

Without Path Academy, Jessica would likely never walk across the stage at her own high school graduation. Even if she reenrolled in the traditional public school, research shows that she likely would not finish, being overwhelmed by a daunting number of credits to accrue, and a school environment offering no support for her personal circumstances[1]. This is the fate of many students who cannot succeed in a traditional public school, whether due to life circumstances that interrupt their education, like Jessica, or due to academic difficulties that simply are not being addressed in a traditional education setting. Even for students who have not dropped out, but have fallen behind, the path to a high school diploma seems impossibly long. These students disengage from education, fall behind, and become over-age and under-credited – and this is when they can no longer see their path to success.

These students remain an untapped resource in the state of Connecticut. They could be supported through high school and prepared to succeed in college and career, becoming productive members of the community. Instead, OU students are allowed to become high school dropouts, each costing Connecticut more than $500,000 over their working lifetime, in lost wages and public service costs.[2] This is the picture that Path Academy will change in the Windham region.

The host district of Windham will be offered at least 75% of the seats at Path Academy (see enrollment plan in Section IV, question 5A). Although a small urban area, Windham faces huge roadblocks to student achievement, often larger than the major urban centers in the state[3]. Not least among these is the district's nearly 40% dropout rate. Serving 120 students in year one, and growing to a maximum size of 200 by year five, Path Academy will mitigate this dropout rate, giving students who cannot succeed in a traditional education environment a different path to success. While the 18 other districts in the school's catchment area[4] see dropout rates far lower than this, none have a 100% graduation rate. This means that, although a smaller group, these districts also have students who are not able to achieve in the traditional schools. They, too, deserve an opportunity to find their paths to success.

The school's PATH values give students a way to think about creating and staying true to their own path to success. This is reflected in the school's vision for each individual student, with the values of Personal Development, Achievement, Teamwork, and Humanity each preparing students in a different way for success in college, career, and community. While these values are a critical foundation for the student vision, they also play a part in the greater vision of how Path Academy will touch other members of the community.

Beyond the impact that a lower dropout rate will have on the community, the school will provide specific benefits to community stakeholders. Through service projects and experiential learning, students will engage business owners and fellow citizens. They will also be expected to work as interns for local businesses. The school will give teachers, staff, and even parents of students the opportunity to use the PATH values, as well. Teachers and staff will work together to develop and grow, afforded extensive professional development opportunities through the school. They will also be supported in efforts to engage with the community, both by bringing themselves and their students out, and by bringing community members in. Parents will also be provided resources through the school to develop their

---

[1] Berliner, B., Barrat, V.X., Fong, A.B., and Shirk, P.B. 2008. Reenrollment of high school dropouts in a large, urban school district. Institute of Education Sciences, Regional Education Laboratory at WestEd. U.S. Department of Education.
[2] Sum, Andrew. 2009. *The Fiscal Consequences of Dropping Out of High School and Failing to Complete Additional Years of Post-Secondary Schooling in Connecticut.* Center for Labor Market Studies, Northeastern University.
[3] CT State Department of Education CEDaR.
[4] Catchment area includes: Andover, Ashford, Bozrah, Chaplin, Columbia, Coventry, Franklin, Hampton, Hebron, Lebanon, Mansfield, Marlborough, Norwich, Scotland, Sprague, Tolland, Vernon, Willington, and Windham.

own skills, in an effort to help their children succeed. Engagement outreach will draw parents into the school, where they may take part in one-on-one conferences, skill-building workshops, and other school activities.

Students at Path Academy will learn the academic and non-academic skills that they need to turn their futures from costly to contributory. This will allow them to shift from economic burdens to productive members of their community. Instead of increased rates of incarceration and costly health issues, these students will see college graduations and meaningful careers. And instead of plummeting property values and an ever-growing tax burden, their communities will see a growing tax base and active citizens. This is the true long-term vision for what Path Academy will achieve in partnership with parents and the greater community.

2. Educational Philosophy

A. Describe the founding group's core beliefs and values about education.

Path Academy incorporates many recuperative strategies designed to support over-age, under-credited students. Growing out of the school's core PATH values, these strategies are reflected in the eight core beliefs and values about education that guide the innovative school model and educational philosophy:

- ***Core Philosophy 1:*** Youth must be given the appropriate supports, both within and beyond academics, in order to succeed.
- ***Core Philosophy 2:*** Students must be active participants in their own learning.
- ***Core Philosophy 3:*** Technology is a critical 21st century skill, and must be incorporated into every aspect of the school model in order to adequately prepare students for post-secondary success.
- ***Core Philosophy 4:*** High quality teacher instruction is crucial for students at every stage of learning – particularly for students who are struggling or behind in skill attainment.
- ***Core Philosophy 5:*** Students must never move back, only forward.
- ***Core Philosophy 6:*** Assessment is an ongoing part of good teaching & learning and data is vital in creating a positive and effective school environment.
- ***Core Philosophy 7:*** More time in school leaves less time to fall behind.
- ***Core Philosophy 8:*** Parent and community engagement is critical to student success, both within and beyond high school.

Each of these core philosophies is founded in research and tackled at Path Academy through research-based methods and strategies. They have all proven successful for at-risk student populations, but have rarely been integrated, specifically targeting OU youth. The following section "D" of this application details the research and methods behind each of the school's educational philosophies, and how they will help Path Academy re-engage OU students and support them through mastery of the critical skills necessary for success in college, career, and community.

B. Describe how this educational philosophy aligns with the school's mission.

Each of the school's eight core educational philosophies has grown out of the guiding mission and core values of Path Academy. We truly believe that every student can succeed when given the right supports. Therefore, the core educational philosophies of the school encompass the supports that OU students need in order to achieve success.

Whole student support, aiming resources not only at academics, but at a student's personal life and development, will ensure that students can focus on their own areas of need to achieve mastery of core skills. Asking students to take an **active role** in their own learning will facilitate engagement in education, and a constant **focus on moving forward** will keep students motivated. The **integration of technology**, **high quality teachers**, and **continuous assessment** will ensure that students are mastering critical Common Core skills that will prepare them for success in college and career. An **extended day and year** will give students time to catch up and accelerate learning (important for students who are already older than their academic peers), while still leaving time for focused youth development and postsecondary preparation activities. And finally, **parent and community engagement** in the school (and student engagement in the community) will illustrate to students the importance of success beyond academics. More importantly, it will tell students that all stakeholders see their paths to success, and believe that Path Academy will help them to stay on it.

Each of these core philosophies connects directly with the school's mission and core values, explicitly preparing students to master the skills necessary for success in college, career, and community. In addition, they all come together to form a picture of a school that is unique. It will offer a unique learning environment, unique student supports, and base achievement off of a unique academic program. This picture of a "unique" kind of school is crucial for OU students who have simply not succeeded in the traditional model, and cannot see how they could ever do so. In order to help them master the skills necessary for success in and beyond high school, Path Academy must first and foremost re-engage these students in their education, and help them clear their own personal paths to success. These core philosophies are the keys to ensuring that we can do this for every student.

C. Demonstrate that the philosophy will serve the diverse needs of individual students.

Underlying each of the eight core philosophies is the key school strategy of personalized learning and development for each student. The school's mission, core PATH values, and educational philosophies all cater to this strategy, ensuring that students have the right supports to build and stay on their own personal paths to success. This strategy has been shown to improve achievement for many types of learners, but is of particular importance to OU students. Each of these students has struggled in a different way, met different roadblocks to their success in school, and had a different set of experiences that led them to where they are now. It is impossible to generalize one solution to fit each of these unique circumstances. Instead, the Path Academy model offers a continuum of services in every area, allowing the school to build each student their own specific set of supports. The academic program offers a continuum of services specifically designed to target all at-risk students, leaving room for specific supports for students with disabilities and English Language Learners.

The eight educational philosophies of the school will help teachers and staff serve the diverse needs of the OU student population. Specific academic and non-academic supports ensure that whether a student has fallen behind due to personal circumstances or academic difficulties, Path Academy is prepared to move them forward toward success in and beyond high school. **Whole student supports** will be tailored to each student, and each student will be asked to play an **active role** in the process of developing their path to success. **Technology** will play a part in every student's education, but will be used differently, depending on the student's needs. Computer-based education programs will be available to students for any number of activities, ranging from targeted literacy and numeracy supports, to access to AP and dual enrollment classes. **High quality teacher instruction** will also be crucial, as teachers will be given the resources to differentiate learning for each student. Cutting edge classroom technology will give teachers a way to continually assess student learning, and at a glance, monitor their specific needs.

All students will maintain a **focus on the future**, and they will remain motivated by knowing that they will never have to move back to the beginning to move forward. But, each student will move forward at their own pace, and with their own set of supports. These supports will be tailored based on **continuous assessments**. Specific student data will drive every aspect of the school, keeping teachers and staff focused on exactly what needs must be fulfilled for each separate student in order to keep them on their path to success. An **extended day and year** will give each student the time that they need to access the proper supports, and will allow them to maintain a constant focus on their education, with no extended periods to drop behind.

Finally, the school will engage other stakeholders in each student's life to ensure that their diverse needs are being met at school, at home, and in the community. **Parent engagement** is critical to student success, and will be a source of strength for Path Academy students. In the same manner, **community engagement** will play a role in the school. School staff will work with community service providers to connect students to a wide range of services, as well as with business leaders and other community members to offer a wide range of experiential learning opportunities, internship placements, and other postsecondary preparation experiences. Community engagement will widen the school's reach to ensure that all student needs are met, and reassure students that those who surround them support them.

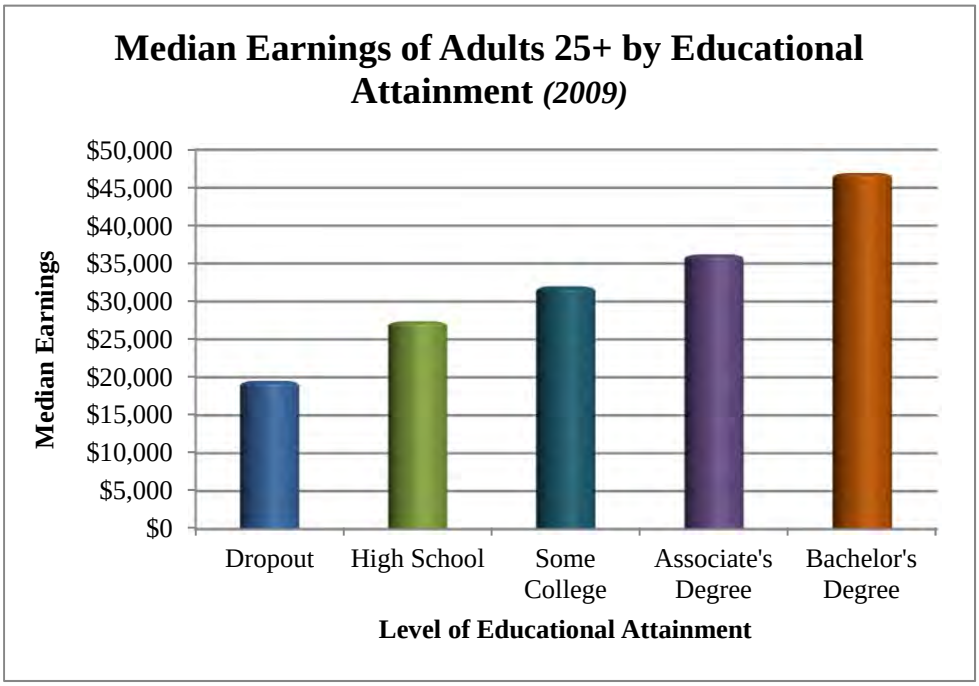
These eight core philosophies come together to build a network of supports that will be tailored to fit each student. While detailed and well-formed, this network still makes room for additional supports, for instance, for students with disabilities and English Language Learners. Keeping in mind core PATH values and the intent to personalize each student's experience, Path Academy's core educational philosophies are built to ensure that we will be able to get all students to mastery of the skills necessary for success in college, career, and community.

D. Provide the research, including explicit citations, on this educational philosophy and its associated educational practices that demonstrate it may improve the academic performance of the anticipated student population to be served.

***Core Philosophy 1**: Youth must be given the appropriate supports, both within and beyond academics, in order to succeed.*

Experience has shown that students drop out of high school for a number of reasons. Whatever the cause, dropouts face a bleak future. Students who do not graduate see higher rates of incarceration and lower lifetime income, health, civic engagement, and homeownership rates.[1] In addition, the unemployment rate of high school dropouts is almost three times the rate of students with some postsecondary education. Of the high school dropouts who do find employment, they are paid nearly $8,000 less each year than a high school graduate and over $27,000 less each year than a college graduate.[2]

[3, 4]



Source: U.S. Dept. of Education, National Center for Education Statistics

Students facing this path often begin as over-age, under-credited students who have fallen behind, often due to situations unrelated to academic content. These students face personal circumstances that impact their education – they must be addressed, but the students and their families do not have the knowledge or resources to do so. Further, social-emotional learning and postsecondary preparation activities have both proven to help students engage in school

[1] State Education Resource Center. 2011. Equity in Education: A Transformational Approach.
[2] U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "Table 392: Distribution of earnings and median earnings of persons 25 years old and over, by highest level of educational attainment and sex: 2009," *Digest of Education Statistics* (Washington, D.C., 2008).
[3] Princiotta, D. and Reyna, R. 2009. Achieving Graduation for All: A Governor's Guide to Dropout Prevention and Recovery. National Governor's Association Center for Best Practices.
[4] Adapted from U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "Table 392: Distribution of earnings and median earnings of persons 25 years old and over, by highest level of educational attainment and sex: 2009," *Digest of Education Statistics* (Washington, D.C., 2008).

and achieve at higher levels.[1] Based on this, Path Academy will incorporate youth development and postsecondary preparation into the school, as supports to the academic strategies outlined in later philosophies.

Youth development agency Our Piece of the Pie's signature approach, **Pathways to Success**, is the foundation of Path Academy, anchoring the school culture in positive youth development techniques. This approach provides students with the holistic supports necessary to ensure success in and beyond high school. Pathways to Success, in its original form, consists of three components – youth development, education, and workforce development. These service areas form the foundation of the school model, regrouped to aim specifically at high school students. At Path Academy, students will experience: youth development, a unique academic program, and postsecondary preparations, comprised of both workforce readiness training and college preparation. In the Path Academy model, these areas are inextricably linked – that is, there is no way for students to participate in their education without also engaging in youth development; similarly, students will be engaging in education even during focused youth development or postsecondary preparation activities.

The History

This multi-pronged approach to education is beneficial for the success of any student, but is particularly crucial in helping over-age, under-credited (OU) students through high school and on to post-secondary success. Even outside of this innovative school model, the Pathways approach has proven to help youth just like the target population of students at Path Academy to succeed in and beyond high school. The Pathways approach has been showing successful results in community-based settings for seven years. One example of this success is that 82% of Our Piece of the Pie's (OPP) youth graduate from high school, compared to the average of 62% in the agency's hometown of Hartford, CT. Not only this, but 77% of eligible OPP youth go on to enroll in postsecondary education programs.

More recently, the Pathways program has proven to specifically help OU youth at the agency's partnership school, Opportunity High School (OHS), where it is paired with Hartford Public Schools' rigorous academic curriculum. With the additional support of an in-house Pathways support team, students at OHS have made incredible gains over the past three years. As just one measure of their success, last year, the average credit accumulation rate was 83.3%, compared to an average of 58.2% at students' previous high schools. OHS continues to see success, with over 100 students having graduated so far.

Expanding the Technique: Pathways in the School

Each of the core Pathways service areas have been honed in the community-based Pathways program, and have been adapted to fit into OPP's school-based sites. Path Academy's innovative academic model builds on and goes well beyond OPP's basic academic package. It will be joined with robust youth development and postsecondary preparation strategies. These "Pathways services," will help ensure that students are fully prepared for success, not only throughout high school, but beyond.

YOUTH DEVELOPMENT

- All staff at Path Academy will be trained in **positive youth development techniques**, surrounding the student population with positive supports.
- Each student will be paired with a **Youth Development Specialist** (YDS) with whom they will meet at least once a week.[2]
- YDS and students will work together to create a **Student Success Plan** (SSP) to assess where they are, and create a plan to get where they want to be.[3]

---

[1] Collaborative for Academic, Social and Emotional Learning. 2008.

[2] This type of mentor/advisory position has been shown to improve student achievement in school settings (Champeau, R.D. 2011. *Great Relationships, Great Education.* National Association of Secondary School Principals; Yonezawa, S., McClure, L., Jones, M. 2012. *Personalization in Schools.* The Students at the Center Series.)

[3] The SSP is required for every student, grades 6 – 12, in Connecticut. However, it is also a critical part of the original Pathways to Success program, under a different name. It will allow students to work with their YDS and all other appropriate school staff to set and achieve goals related to success in social-emotional development, academic achievement, and postsecondary preparation.

- YDS will assess each student's personal development through the use of the teachings and techniques of the **Thrive** Foundation for Youth, which are anchored in decades of brain research and are intended to build a youth's social and emotional competence.[1]
- YDS will act as attendance monitors and provide **attendance outreach** to students if they are not in school.[2]
- YDS will serve as the primary point of contact for parents, and are tasked with increasing **parent engagement** in the student academic experience.
- YDS will act as the **central hub** for the individualized coordination of school-wide services for each student, working with teachers and other service areas.
- YDS will engage in **barrier reduction** for students, assessing their service needs, referring them to internal and external resources, and advocating on behalf of students.

POSTSECONDARY PREPARATION

- The school's **Postsecondary Education Coordinator**, will help students prepare for vocational certification programs, or 2- or 4-year colleges/universities.
- The **Postsecondary Education Coordinator** will organize college tours, application workshops, and financial aid application assistance.
- Students planning to enter college after graduation will have access to a **College Bridge Program**, which will give students the life and learning skills to help them succeed in the more demanding and autonomous post-secondary environment.
- Students will be expected to complete the **Career Competency Development Training** course, developed by OPP to prepare students for the realities of the workplace, and taught primarily by the school's Career Coordinator.
- The **Career Coordinator** will work to secure job shadowing opportunities, internships, and part-time employment for students while they are at Path Academy.[3]

Not only will each student at Path Academy have access to all of these services, but they will be fully integrated into their academic experience. Each student's YDS will work with teachers and staff to create a cohesive plan for each student, integrating internships, college preparation, and youth development experiences with classroom projects, all aligned with each student's long-term goals and aspirations. Students will meet with their YDS at least once per week to review and continually develop their personalized plans. Students will also participate in Pathways Advisory Groups, small groups of 10 – 15 students, which will allow them to engage in youth and development and postsecondary preparation activities with their peers who are progressing at a similar pace.

This full integration of the Pathways program into the school model will help to keep students engaged and will arm them with the appropriate tools to achieve success in and beyond high school. In later sections, we describe in considerable detail how OPP's academic model builds to and from these youth development and postsecondary preparation activities. As noted earlier, each of the three legs – youth development, a unique academic, program, and postsecondary preparation – are strategically interconnected and vital to student success. The Pathways activities in the school are also built in service to the schools core PATH values, exemplifying and providing an outlet for students to explore personal development, teamwork and humanity, and contributing to their achievement. It is this approach that will get struggling students back on track to a timely high school graduation, improving student success and outcomes.

---

[1] Thrive Foundation for Youth. 2012.

[2] This role is crucial, as absenteeism is highly correlated with the chances of a student dropping out of school. When dropouts were surveyed, the second most cited reason students indicated for dropping out was missing schools days and experiencing difficulty catching up with work (Bridgeland, J., Dilulio, J. and Morison, K. 2006. *The Silent Epidemic*. Civic Enterprises Association).

[3] Research has shown that students who are involved in workforce development activities are more likely to remain in and complete high school. These activities also help students transition into vocational certification programs and employment after high school. (Sum, Andrew. 2009. *The Fiscal Consequences of Dropping Out of High School and Failing to Complete Additional Years of Post-Secondary Schooling in Connecticut.* Center for Labor Market Studies, Northeastern University; Yonezawa, S., McClure, L., Jones, M. 2012. *Personalization in Schools.* The Students at the Center Series.)

***Core Philosophy 2**: Students must be active participants in their own learning.*

The Path Academy model facilitates this philosophy of active learning through the instructional model of **project-based learning,** with a gradual release approach over the course of each class, year, and the entire high school experience. At Path Academy, project-based learning is the foundation of each specifically designed course, using rubrics aligned with Common Core State Standards and Connecticut State Frameworks to assess student mastery of core skills. Students will practice and master skills through application to projects, which are smaller and more reliant on teacher facilitation at the beginning of the course, leading to a longer and more independently completed final project.

The Research

Project-based learning focuses on deeper issues, themes, or problems that cannot be answered quickly. Instead, students are expected to take charge of their learning, and become responsible for the planning, execution, and completion of the project. This builds analytic, communications, and teamwork skills, and emphasizes real world skills like problem solving and self-management.[1] Simultaneously, the process reinforces students' skills and provides teachable moments in areas that students have remaining gaps. Teachers provide oversight and facilitation, leaving them much more room to differentiate instruction. Project-based learning also engages students by allowing them to have a voice in their instruction. Not only do they lead the completion of projects, but they can be involved in choosing project topics, as well. Teachers facilitate the process, overseeing each step and approving each choice before a student moves forward.[2] In the Path Academy model, this strategy will also afford students the opportunity to develop project topics related to their own unique interests.[3]

Research has shown that project-based learning engages and motivates students, leading to higher achievement, and students outscoring their traditionally educated peers on standardized tests.[4] In Dubuque, Iowa, students in schools using project-based learning saw reading gains over three years ranging from 15 – 90%, while the district average remained the same.[5] Research has also shown that project-based learning helps students achieve success in solving actual real-world problems. Evidence shows that, through project-based learning with real world application, students "become better researchers, problem solvers, and higher-order thinkers."[6] In one study, students were asked to submit designs for a playhouse in their geometry course. When architects reviewed their plans, 84% were judged to be accurate enough to build. These students not only performed well on traditional tests, but transferred their knowledge to real-world, authentic application of geometric principles.[7]

In addition, project-based learning allows for highly differentiated instruction, which helps to engage students and ensure that they have mastered all necessary concepts before progressing. This capability is also crucial to the success of the students at Path Academy, as they will all come in with different skill levels in different areas. Project-based learning typically takes advantage of scaffolded instruction, ensuring that students are provided with the right supports to assist them in making cognitive growth.[8] Finally, project-based learning allows student to practice non-academic 21st century skills, such as collaboration, responsibility, and communication, through social learning. "Non-traditional" grading through project rubrics allow teachers to factor these skills into the classroom practice, assessing students on content knowledge and application of skills, as well as work habits and presentation.[9]

---

[1] Harada, V., Kirio, C., Yamamoto, S. 2008. *Project-Based Learning: Rigor and Relevance in High Schools.* Library Media Connection: Linworth Publishing, Inc.
[2] Bell, S. 2010. *Project-Based Learning for the 21st Century: Skills for the Future.* The Clearing House, 83: 39-43.
[3] Harada, V., Kirio, C., Yamamoto, S. 2008. *Project-Based Learning: Rigor and Relevance in High Schools.* Library Media Connection: Linworth Publishing, Inc.
[4] Geier, R., P.C. Blumenfeld, R.W. Marx, J.S. Krajcik, E. Soloway, and J. Clay-Chambers. 2008. Standardized test outcomes for students engaged in inquiry-based curricula in the context of urban reform. *Journal of Research in Science Teaching* 45(8): 922 – 939.
[5] Thomas, J.W. 2000. A review of research on PBL. http://www.bobpearlman.org/BestPractices/PBL_Research.pdf.
[6] Gultekin, M. 2005. The effect of project-based learning on learning outcomes in the 5th grade social studies course in primary education. *Educational Sciences: Theory and Practice.* 5(2): 548-56.
[7] Thomas, J.W. 2000. A review of research on PBL. http://www.bobpearlman.org/BestPractices/PBL_Research.pdf.
[8] Bell, S. 2010. *Project-Based Learning for the 21st Century: Skills for the Future.* The Clearing House, 83: 39-43.
[9] Ibid.

This project-based learning approach is especially relevant for the target population at Path Academy. As over-age, under-credited students are, by definition, older than intended for their grade level, school must look different in order to engage them. Project-based learning gives students a sense of ownership and allows them to feel like they are being treated as adults, regardless of their academic skill level. It consciously avoids the pitfall of many recuperative programs; repeating what has already failed by focusing exclusively on skill development absent personalization and higher order thinking. This is key for students who, whether due to age or personal responsibilities, feel like adults. In addition, studies have found that attendance is higher in schools using project-based learning; this is also critical for over-age, under-credited youth, as they typically exhibit higher than average attendance issues.[1]

Path Academy's project-based[2] approach to curriculum development draws heavily on the ground-breaking work of the High Tech High[3] and EdVisions[4] Networks. Within both networks, projects are designed as dynamic, multi-disciplinary, and mastery-based: all features that we have adopted in our own curriculum design approach. While HTHS serves a somewhat different population than Path Academy, about 35% of HTH graduates are first-generation college students. HTH's African-American students outperform district and statewide peers by a wide margin vis-à-vis test scores, percentage who take chemistry, physics, and advanced math (100%), and college entry (100%). EdVisions operates nearly 50 schools in 11 states with an impressive track record of graduating college and career ready students. Together, both have demonstrated that schools can organize learning around projects, and effectively prepare students for college.

Projects at Path Academy

Each course in the Path Academy model ties to the concept of gradual release, structured so that students have time to master basic skills and new content in smaller projects, which build to a longer-term project that students complete by applying these skills to a real world issue or question. Teachers will deliver daily instruction throughout each course to support students in mastering Common Core skills, which students will then apply to projects. Even while students may be working on projects that look drastically different in terms of content, core skills and strategies will remain consistent for each course.

This teaching and learning strategy focuses simultaneously on building the necessary foundational and higher order thinking skills. Over the course of their high school career, Path Academy students will experience this gradual release more intensely, as projects are increasingly rigorous, interdisciplinary, and student-driven as they progress. Projects will also allow students to integrate their own personal interests into coursework, as they work with teachers to design them. These projects go beyond each course block, with students working on them during Intervention/Acceleration blocks in their schedules. This time allows students to pull from all areas of their school experience to complete the projects, and gives them an appropriate amount of autonomy and control over their own learning.

Across all disciplines, teachers will guide students through the stages of a project cycle, as outlined by the Buck Institute of Education[5]:

- **Getting Started**: Students will write a driving question, which sets the purpose for the project.
- **Planning and Preparing**: Teachers will launch the project cycle with an entry vent, or hook that connects and motivates students to the project. They will also describe the culminating project and how students will be assessed.
- **Managing the Project**: Teachers will give mini-lessons and instructional support that guide students through the implementation of their project. Teachers will also support students as they work in collaborative teams of three or four, learning how to build on each other's strengths and make decisions as a group.

[1] Ibid.
[2] http://www.edutopia.org/pbl-research-learning-outcomes
[3] http://www.hightechhigh.org/
[4] http://www.edvisions.com/custom/SplashPage.asp
[5] Buck Institute for Education. 2013. www.bie.org.

- **Reflecting and Perfecting**: Students will self-assess based on a performance rubric and make decisions about how to improve the quality of their work.
- **Sharing the Project**: Students will present their project to an audience of community members, parents, peers, and professionals. A key feature of project-based learning is to demonstrate skill and competency in front of an authentic audience.

As noted, project-based learning allows teachers to work with students on critical content area academic skills and other 21st century skills. Therefore, coursework at Path Academy will also integrate practice and assessment of PATH values and the core non-academic skills (described in question 3f below). Projects allow students to engage in personal development and teamwork while completing coursework. They also ensure high levels of achievement, with projects aligned to core skills, giving students the tools to master critical skills for success in college, career, and community.

Project-based learning at Path Academy will rely heavily on the research-based resources available through the Buck Institute for Education. By using the Buck Institute's project-based learning framework and tools, Path Academy will ensure that students are maintaining a rigorous level of study in every class. In addition, the Buck Institute's tools will help teachers assess students from mastery of core content area skills and content, to critical 21st century non-academic skills (see Appendix A for some of the materials that Path Academy teachers will use to guide creation of projects and project assessments).

Research reveals that project-based learning can be a highly effective and engaging learning strategy, as seen in such schools as Manor New Technology High School and Envisions High Schools. However, with a student body comprised of learners with additional academic and personal needs, Path Academy will require a more diverse set of academic supports. For this reason, the project-based architecture of the educational program is well-supported by educational technology and high quality teachers. This approach will not only improve student success within high school, but beyond high school, as well.

Core Philosophy 3: *Technology is a critical 21st century skill, and must be incorporated into every aspect of the school model in order to adequately prepare students for post-secondary success.*

The Path Academy model embraces this reality, providing students with a truly **blended learning** experience that combines computer-based learning with teacher-led instruction and project-based learning rich with digital content. Research shows that our population of OU students does best when technology is combined with teacher-student interaction. In other words, technology is a powerful tool in the hands of skillful teachers and curious students but should not be seen as a standalone educational strategy. Student learning at Path Academy will be supported by the use of high quality computer-based programs and the extensive use of technology during teacher-led instruction periods and project completion. Overall, the school model focuses on integrating the use of technology into everyday learning in relevant and meaningful ways that will prepare students for success in a 21st century job market.

The Research

Blended learning has proven to reduce the achievement gap, decrease the dropout rate, and improve college and career readiness in many schools and districts across the nation.[1] Many dropouts cite a lack of interest and relevance as reasons for disengaging in school.[2] The integration of educational technology allows each student to work through more individualized learning programs, as the computer-based curricula can be tailored to their specifics needs. In particular, computer-based learning programs allow for an easier credit recovery process and more readily available literacy and numeracy supports.[3]

---

[1] Alliance for Excellent Education. 2012. *The Digital Learning Imperative: How Technology and Teaching Meet Today's Education Challenges.*
[2] Bridgeland, J., Dilulio, J. and Morison, K. 2006. *The Silent Epidemic*. Civic Enterprises Association.
[3] Alliance for Excellent Education. 2012. *The Digital Learning Imperative: How Technology and Teaching Meet Today's Education Challenges.*

In addition, technology offers students experiences that they may not have otherwise had access to. For example, students may gain access to AP courses that will not only better prepare them for college and career, but allow them to earn credits that can be applied to a postsecondary degree. Beyond this, an important feature of technology-based instruction is the data capability that it offers. Teachers have access to assessment data that can help them to most effectively identify student needs and create individualized instructional paths. Finally, technology allows students to expand learning beyond the confines of the traditional school day and building.[1] These attributes allow instruction to be personalized to the needs of each specific student. This is particularly important for the target student population at Path Academy, as they are students who need an approach that will re-engage them in education.

Blended Learning at Path Academy: A Fully Integrated Approach

The blended learning model leverages technology to provide students with skills and practice, and then informs teacher-led classroom instruction, which focuses on depth and application. A significant portion of this blended learning environment at Path Academy will be via computer-based programs that constitute a portion of a student's content mastery and progression through courses. The model will use the lab rotation technique to incorporate the data from these computer-based programs into how teachers are delivering instruction in the classroom setting. At Path Academy, the specific amount of time spent on the computer will vary between students with different needs, but may average about one third of any given week. Important to note is the school's focus on ensuring students' technology literacy. Therefore, a required elective course at the school will be *Technology for 21st Century Learning*, a computer literacy course focused on getting students comfortable using a number of computer-based tools. These will range from traditional Microsoft Office programs (Word, Excel, PowerPoint), to web 2.0 and Google presentation tools.

Students at Path Academy will use technology both during teacher-facilitated learning time, and during blocks called Intervention/Acceleration (I/A) time. These additional blocks will give students the opportunity to work independently or with school staff members, depending on their need. When students are in I/A blocks, they will often work at individual or group computer stations in a communal Learning Lab, which features a 2:1 student to computer ratio. Students and teachers will work together to create personalized learning pathways on these computer-based programs, to ensure that they are receiving support in the right areas. Data from all learning environments (projects, teacher-facilitated, etc.) will be integrated in these plans, giving teachers all of the necessary information to build appropriate coursework.

The use of educational technology is only strengthened by high quality teaching, and vice versa. The integration of technology in all areas of the school will create a cohesive blended learning environment. One example of the partnership between teachers and computer-based programs can be seen in the *Band II Language Arts course: Remembering, Reflecting, and Re-imagining Ourselves.* Computer-based programs will require students to practice and master appropriate literacy skills. These skills will be reinforced during teacher-facilitated instruction periods, as students delve into one particular literary genre, using mentor texts to support their writing exercises. Students will then move into a culminating project where they will create a digital memoir, immersing themselves in digital writing technology and using software and online programs to enhance the design and production of their work.

Each course demonstrates this seamless integration of computer-based education programs, teacher-facilitated instruction, and application of technology-based skills, and never loses site of the importance of high quality teachers in a student's academic career (this element of our school model will be covered in more detail later in the application). The blended learning environment will help to ensure that students are comfortable with and proficient in a critical 21st century skill, which they will use throughout their postsecondary experiences. In addition, computer-based educational software will bolster each student's commitment to the schools PATH values, supporting personal development achievement, as students work at their own pace on tailored learning pathways to master a crucial set of skills.

[1] Silva, Elena. 2012. Off the Clock: *What More Time Can (and Can't) Do for School Turnarounds*. Education Sector.

The Programs

Path Academy will use a number of computer- and web-based tools to enhance student learning. Students will engage in content acquisition on computer-based education programs, and will practice applying these skills using web-based tools, such as Glogster or Padlet. Path Academy will use Edgenuity™ as the primary computer-based education program to support classroom learning. Student learning will be supported by a number of supplementary computer-based education programs, most prevalently, Khan Academy and Wilson Reading Trainer.

All three of these computer-based education programs are research-based and have proven effective for thousands of students across the nation and globe. As many OU students are below grade level in basic reading and math skills, these programs are critical in bringing them up to a place where they can truly master high school level concepts and skills. Each program has its own specific merits, but together will offer students a wide range of supports and access to content.

Each of these programs was chosen based on the research base supporting its effectiveness. Edgenuity has seen great success in hundreds of districts nationwide, but in particular at the Carpe Diem Collegiate Middle-High School in Yuma, Arizona, where it is used to engage OU and at-risk youth. Wilson Reading System and Khan Academy are also used in thousands of classrooms across the globe, and have seen success with diverse sets of students, including at-risk youth, students with disabilities and English Language Learners.

EDGENUITY™

- Enrolled 500,000 students since 1998.
- Implemented in 800+ districts nationwide, serving 2,500+ secondary schools.[1]
- Instruction based on Universal Design for Learning and metacognition.
- Evaluations point to correlation between improved Edgenuity grades and improved state test scores.[2]
- Studies show that Edgenuity users experience higher rates of graduation.
- In Detroit Public Schools, only 59% of African American students graduated on time during 2008-2009, and only 54% of students classified as low socio-economic status graduated on time. At a Detroit career academy using Edgenuity, where 100% of the students (also almost all African-American) were classified as both low socio-economic status and at-risk, 79% of students graduated.[3]

WILSON READING SYSTEM

- Focused on oral reading fluency and comprehension, the Wilson Reading System measures student progress through criterion-based assessments.
- Students receiving pull-out special education services for reading-related learning disabilities who had failed to make progress over the course of several years made average gains of 2 grade levels in general reading after 62 lessons on the Wilson Reading System.[4]
- Proven to be an effective tool for students with learning disabilities and English Language Learners.[5]

KHAN ACADEMY

- Over 3,500 videos created since 2008.[6]
- Part of the curriculum in 20,000 classrooms across the world.[7]
- Used successfully for students at all levels, including students with special needs.
- Currently being piloted as the math courses in many U.S. districts and schools, it is seeing great success, even proving to improve student test scores (when compared with students taking a traditional math course).[1]

---

[1] Education2020. 2010. *From dropout to stand-out.* Scottsdale, AZ: Education2020.
[2] Education2020. 2010. *On the instructional efficacy of education2020.* Scottsdale, AZ: Education2020.
[3] Education2020. 2010. *Connecticut RFP.* Scottsdale, AZ: Education2020.
[4] O'Connor, J. and Wilson, B. 1995. *Effectiveness of the Wilson Reading System used in Public School Training.* In McIntyre, C., and Pickering, J., eds. 1995. Clinical studies of Multisensory Structured Language Education. Salem, OR: International Multisensory Structured Language Education Council.
[5] Irving, J. 2006. *A Resource Guide for Adolescent Literacy.* Tallahassee, FL: National Literacy Project.
[6] Khan Academy. 2012. www.khanacademy.org.
[7] Noer, M. 2012. One Man, One Computer, 10 Million Students: How Khan Academy is Reinventing Education. *Education Week, November 19, 2012.* http://tinyurl.com/d5ngxso.

Digital literacy and technological proficiency are two skills that every student must master in order to be successful in a 21st century job market. Path Academy's blended learning environment will use technology to engage students and ensure that they achieve this critical mastery of skills that will serve them in college, career, and beyond.

Core Philosophy 4: *High quality teacher instruction is crucial for students at every stage of learning – particularly for students who are struggling or behind in skill attainment.*

While the instructional model at Path Academy will be project-based learning, teacher-led instruction is still crucial to student success. This is particularly true for OU students, many of whom have basic literacy and numeracy skills far below grade level. Therefore, the school model will use the concept of gradual release, building in more teacher-led instruction time at the beginning of each course, which gradually gives way to a more project-focused class period during the latter parts of the year. This same philosophy will also be seen from year to year; lower level courses will build in more teacher-led instruction time than upper level courses, although it will be present at every level.

Teacher-led instruction allows students to master the skills and concepts necessary to be designers and leaders of their own meaningful project experiences. This strategy is intended to ensure that students are acquiring the right tools and habits to succeed in increasingly challenging learning activities. Path Academy will model teacher-led instruction time on the **Framework for Effective Instruction** (FEI), as developed by the Center for Urban Education (now called reDesign). This cycle of learning combines and manipulates best practices from three major areas of education research: the sheltered instruction model[2], metacognitive skills[3], and higher order thinking (as defined by Bloom's taxonomy)[4]. Separately, each of these areas is critical for every student, but holds specific relevance for OU students; used as a cohesive daily teaching method, it has proven successful in helping struggling students achieve positive education outcomes.[5]

The Research

The FEI approach was honed in the New York City transfer schools – one of the strategies from the city's Office of Multiple Pathways to Graduation, specifically focused on getting their OU students back on track. The approach places learners at the center of the work, asking students to remain active participants in their education even during teacher-led instruction periods. By integrating practical application and emphasizing group work and communication, students remain engaged in the learning process. This is particularly important for OU students, as they have previously been passive bystanders to their education.

In addition, the approach is guided by the idea that the mission of high school is not to cover as much content as possible, but rather to help students to be thoughtful and productive in how they approach content. This concept allows students to learn transferable skills, which they can apply to new information and situations – the foundation for the strategy of the Common Core skills. This is supported by the integration of metacognitive skills, teaching students to not only think about what they are learning, but how they are learning it, as well as a focus on higher

---

[1] Dunn, Jeff. 2012. *How 12 Schools are Using Khan Academy Right Now*. www.edudemic.org.

[2] Sheltered instruction is a research-tested model for teaching and learning, specifically focused on language acquisition. The FEI model adapts sheltered instruction to be more learner-centered, and to apply to all content areas. (CREDE: Center for Research on Education, Diversity and Excellence, 2000; CREDE, 1996; The SIOP Institute; Rudenstine, A. & Gitelman, L. York City Department of Education. Office of Multiple Pathways to Graduation. *A Professional Learning Path to Rigorous and Relevant Instruction: Key Lessons from the Transfer School Institute.*)

[3] Metacognition is defined as "the individual's own awareness and consideration of his or her cognitive process and strategies." The FEI model explicitly teaches students metacognitive skills, asking them to consider not only what they are learning, but how they are learning it. (Flavell, J. 1979; Rudenstine, A. & Gitelman, L. New York City Department of Education. Office of Multiple Pathways to Graduation. *A Professional Learning Path to Rigorous and Relevant Instruction: Key Lessons from the Transfer School Institute.)*

[4] The FEI model uses an updated set of terms that follow Bloom's Taxonomy, indicating that higher order thinking skills include analysis, evaluation, and creation. (Bloom, B. 1956; Anderson & Krathwohl. 2001)

[5] Rudenstine, A. & Gitelman, L. New York City Department of Education. Office of Multiple Pathways to Graduation. *A Professional Learning Path to Rigorous and Relevant Instruction: Key Lessons from the Transfer School Institute.*

order thinking. These skills are the core of the FEI approach, and are critical to student success, both within and beyond high school.

The Framework at Path Academy

In order to appropriately guide students to mastery of high level skills, we will employ high quality teachers. The FEI approach will be used at Path Academy to guide teachers in modeling core skills, and then helping students master them.

In addition, the FEI approach allows room for teachers to differentiate instruction by adapting content to all skill levels within the same classroom. This is critical for Path Academy's small school environment, into which students come at all skill levels. Further, the FEI approach is specifically suited to students with gaps in learning and, more specifically, language skills. This is particularly important to the design for Path Academy, as nearly 27% of students in Windham are learning English as their second language (compared to 5.5% statewide). The FEI will guide teacher-led instruction at the school, leaving room even in a project-based learning environment for teachers to work consistently with students on critical learning skills. In fact, the FEI is a key support for project-based learning, as it gives students a chance to both master basic concepts and engage in the type of higher-order thinking necessary to plan a successful project.

The FEI will also give students a chance to practice the school's core PATH values, providing an opportunity for teamwork and achievement, as well as being based on each student's personal development. Further, the FEI will not only model specific skills within each class period, but will model an overall learning process for students to use, as well. Students can then apply this learning process throughout their high school careers to master the appropriate skills, and can continue using it to achieve success in their postsecondary experiences.

Core Philosophy 5*: Students must never move back, only forward.*

In a traditional education environment, if students do not master enough concepts to pass a class, they must move all the way back to the beginning and start over. At Path Academy, students will never move back to the beginning – the school will use a different approach to move their learning forward. In other words, **there is no failure just continued work toward proficiency**. This point is absolutely crucial for OU students, who have often been held back in school. Not only will this philosophy be exercised in the academic program, but students will be explicitly taught this focus even in youth development exercises. One of the key tenets of the Thrive curriculum for youth development, which will be used at Path Academy, is a student's "growth mindset" – that is, a student's belief in their ability to move forward and succeed.

This said, the Path Academy model also insists that students truly master the appropriate content and skills before moving forward. The school model recognizes that each student learns in a slightly different way, at a slightly different pace, so not all students will master each concept at the same time, using the same learning strategies. Further, students at Path Academy will come in at varying skill levels, even within the same credit attainment pools. However, eventually, all students must master the same key concepts and skills. Several key strategies in the Path Academy design support this philosophy: **personalized instruction, mastery-based progression, and a small school learning environment**. Based on the research behind each of these strategies, we designed a learning environment incorporating them all, to support students to mastery of the skill necessary for success in and beyond high school.

Personalized/Differentiated Instruction

Research has shown that individuals do not all learn in the same way, and differentiated instruction has been proven to improve student outcomes.[1] One example of this is the SIATech program, implemented at ten schools nationwide, specifically targeting former high school dropouts. This program combines many innovative techniques, in particular

[1] Subban, P. 2006. *Differentiated Instruction: A Research Basis.* International Education Journal.

the integration of technology and differentiated instruction. SIATech has served over 12,000 former dropouts, and seen impressive results using these strategies. Overall, students make gains of 2.5 years in math and 1.5 years in English within one year of a SIATech program.[1]

At Path Academy, all aspects of the school will be anchored in the idea of instruction that is personalized to each student. Teachers and staff will work together to ensure that each student's goals are being met. This personalization will extend into all academic experiences, as well. Each student will start from his or her own ability level in all academic contexts, whether that is on computer-based educational programs or during teacher-led instruction time. This ability will be determined by continuous assessments, beginning with diagnostics to place a student upon entry. Path Academy's staff will teach students concepts that they have not acquired through a personalized learning plan, which will allow students to focus only on the skills and content on which they have not yet demonstrated mastery.

Computer-based, teacher-led, and project-based learning all leave extensive room for differentiated instruction. Edgenuity specifically tailors lesson plans to each student's strengths and weaknesses, using diagnostic and concept mastery exams to determine individual learning pathways. The FEI-based teacher-led instruction also leaves room for teachers to assign content at different levels when teaching a certain skill. In addition, the FEI provides a wrap-up assessment time at the end of each class period, giving teachers the necessary formative information about each student's concept mastery. Projects will follow a similar method, as students will be encouraged to personalize their projects, choosing topics and themes that they find interesting or relevant. Teachers will also work with students to assign appropriate content to use when planning and implementing these projects. Projects will be evaluated based on student mastery of concepts during execution, and their ultimate mastery of the subject matter, as demonstrated in the final analysis, discussion, or presentation.

Teachers will be given the tools to assess student learning collectively, through all three of these instructional methods. The primary classroom management tool, Kickboard, synthesizes assessments from all three approaches, and provides teachers with an "at-a-glance" picture of individual and whole classroom progress. Kickboard will even group students together based on their level of mastery on each core skill, making it easy for teachers to pull together learners with similar weaknesses or difficulties for specific support. This resource will ensure that teachers and staff (all school staff will have access to student accounts) are continuously focused on students achieving mastery of core skills, differentiating instruction to make this happen.

Mastery-Based Progression

Mastery-based systems support differentiated instruction by providing the type of flexibility needed to truly personalize learning.[2] Mastery-based progression allows students to accelerate credit attainment in areas that they can master quickly, while spending more time on concepts that they find to be more difficult. For OU youth, this makes particular sense, as many have already attended some portion of the classes for a given course. When they are forced to sit through the entire year of the course again, they quickly disengage. Mastery-based systems also ensure that students have actually mastered concepts that they will need in order to be prepared for success in the next level of coursework, contributing to student persistence in academics.[3]

Mastery-based progression allows teachers to monitor each student's concept mastery to inform the next learning path. Path Academy's flexible scheduling options will cater to mastery-based progression, leaving room for students to move forward and pass classes at any point during the year. For struggling students, the schedule will also allow room for extra support time, to help students catch up and/or remain on target. This will be achieved partially through an extended day/year schedule, which gives students additional learning time (see Appendix B for academic calendars).

Further, the school's unique daily schedule will leave ample flexibility for students with additional academic needs or extracurricular obligations (see Appendix C for examples of student schedules). For instance, students will have at least one Intervention/ Acceleration period every day. During these times, students progressing on pace will be able

[1] SIATech, 2012.
[2] Ohio Credit Flexibility Team. 2009. *New Emphasis on Learning.*
[3] Sturgis, C., Patrick, S. 2010. *When Failure Is Not An Option: Designing Competency-Based Pathways for Next Generation Learning.*

to accelerate learning or complete enrichment activities. Students who have fallen behind or need additional supports in specific areas will catch up on content and work on skills, to ensure that they can continue to move forward within their courses. Every Wednesday will be built specifically around this strategy, with teachers pulling groups of similarly-performing students together for individualized support. A shorter day (students will leave at 2pm, teachers remain for weekly professional development activities), students will spend the day in a combination of Intervention/Acceleration periods, Pathways Advisory Groups, postsecondary preparation activities, and enrichment activities, such as art, music or health.

This same type of flexibility and focus on each student mastering core skills will be carried into the larger year-long picture. Students will progress through six Learning Cycles per year, which each consist of approximately six "standard" weeks and one "path building" week. During the "path building" weeks, students will be exclusively refocused on any weaker areas where they have not yet mastered skills and concepts. This will give them time to revisit and master this material before moving on, thereby decreasing the chances of a student falling behind in any given course. This focus on mastery-based progression will allow students to catch up faster, keeping them motivated, and will ensure that all students are being held to the same standards, progressing only after true mastery of core skills and content.

Small School

Path Academy is designed as a small learning environment. As small class sizes have been shown to improve student achievement, this approach is crucial for the students at Path Academy.[1] Research has shown that small schools allow teachers and students to form stronger relationships, which help to engage students in learning, leading to improved achievement outcomes for students, such as higher graduation rates. This is particularly true for disadvantaged and minority students.[2] Based on this research, Path Academy will cap at 200 students. This will allow for small class sizes (20 students, with teachers most often facilitating small group work, rather than working with all 20 students at once), which will contribute to the personalization of each student's learning experience. In addition this will ensure that teachers and staff are given enough time to meticulously track data for every student, to ensure that each student's learning pathway is appropriately tailored every step of the way. At Path Academy, being driven by student performance data is not just a philosophy but a strategy with an actionable plan.

All three of these strategies are crucial to student achievement, particularly for OU youth. Personalizing learning re-engages these young people, and provides them with differentiated instruction focusing only on the skills that they have not already mastered. Mastery-based progression ensures that students are not forced to spend a certain number of hours in a classroom in order to pass a class, but move forward at their own pace. This helps students remain engaged, and eliminates the disappointing experience that many OU youth have had of repeating an entire course, despite having only missed certain portions. All three strategies will also keep Path Academy students focused on their own paths and their practice of core PATH values, supporting their personal development and achievement. Instead of focusing on redoing things that they have failed, student perspectives are adjusted to focus on the future. They will only move forward, never back, continuously building their paths to success.

Core Philosophy 6: *Assessment is an ongoing part of good teaching & learning and data is vital in creating a positive and effective school environment.*

Path Academy's model combines many learning and teaching strategies, most heavily reliant on gathering and mining information. In particular, the effective implementation of differentiated instruction and mastery-based progression requires that teachers and students constantly **focus on data** in order to get better. This can be as simple as students evaluating their own opening paragraph in a memoir with peer and teacher input, to as complex as the assessment of a final course project. Data informs educators when a student has mastered a concept or skill, or when they are struggling and need to find a different learning technique. This data will guide teachers at Path Academy in

[1] Biddle, B., Berliner, D. 2002. *Small Class Size and Its Effects. Educational Leadership.*
[2] Bloom, H.S., Unterman, R. 2012. *Sustained Positive Effects on Graduation Rates Produced by New York City's Small Public High Schools of Choice.* MDRC.

creating learning pathways for each student. As a part of teaching metacognitive skills and involving students in their own personal development, teachers will also engage students in studying their own data to assess what they need to do to move forward.

The extensive use of data is built into every aspect of the Path Academy model. Computer-based programs, in particular Edgenuity, will provide diagnostic exams and periodic assessments, allowing teachers to constantly collect and analyze data on each student's performance in every content area. Teacher-led instruction time, modeled on the Framework for Effective Instruction (FEI), will build formative assessments into every class period, giving teachers an opportunity to collect data on student mastery levels. Every FEI-based activity also yields data from simple to relatively complex, giving teachers a complete picture of student progress. Student projects will be continuously assessed using regular teacher-student meetings and completion of mini-products/benchmarks. Students will complete projects using the same rubrics that teachers will use to assess their final product. Even Pathways activities (youth development and postsecondary preparation) will assess non-academic skills (non-academic goals for student learning are discussed in Section I, question 3F). Many of these skills cannot be isolated into academic or non-academic silos, and so will be innately tracked within student academic work – in particular, projects. However, Pathways activities will use specific assessment tools to track student progress in attainment of social-emotional and workforce readiness skills (these tools are described in Section I, question 3F).

Teachers and staff will study this data on a daily basis, adjusting lesson plans and student learning pathways appropriately. This data-driven approach supports both personalization and mastery-based progression and has been proven successful in other school models across the nation. Early pilot programs for New York City's School of One model, for example, showed positive results using a similar combination of personalized learning plans and computer-based curricula. During just a half-day summer math program, students averaged 42% on pre-tests, and 70% on post-tests.[1]

In addition to the data points just described, Path Academy will also use a set of summative assessments that will be discussed in the assessment section.

Path Building Data Drive

In addition to this school culture around the daily use of data, Path Academy will set aside specific time devoted to diving into data and ensuring that each student is receiving the best set of services. Teachers will engage in weekly, data-driven faculty meetings, aimed specifically at analyzing student data to ensure consistent support across content areas and levels of learning. Teachers will also be expected to participate in professional learning communities outside of the school, to gather data on best practices. This will be in addition to the regular and common planning time built into the school schedule (see Appendix D for an example of teacher schedules).

In addition to regular planning and common planning time, during each of the school's six Learning Cycles per year, teachers will be granted a workday devoted entirely to data analysis. On these days, teachers and Pathways staff will sit down together to review student data, and ensure that the daily use of information to guide student learning pathways is on track for each student. Teachers will also take this time to study their own data and improve teaching practices. On "Data Days," teachers will have the opportunity to review this data and determine what works best for their students.

These Data Days will serve as checkpoints for Path Academy, allowing teachers and Pathways staff to double check that students are on track and receiving the proper supports through the daily use of data. These days will also inform the succeeding four to five "path building" days, in which the specific data reviewed will be used to create short-term learning pathways for students. These "path building" days will allow students to refocus on key concepts and skills with which they struggled during the Learning Cycle. This will help to keep students on track, as they will be caught before they are able to fall behind in any given course.

Using data to drive instruction is vital in keeping students engaged through the use of differentiated instruction and mastery-based progression. Without the effective use of student data, it is difficult to assess whether students have

[1] Light, D., Reitzes, T., Carrone, M. 2009. *Evaluation of the School of One Summer Pilot: An Experiment in Individualized Instruction.* Center for Children and Technology Education Development Center, Inc.

truly mastered concepts, or if they need additional supports in certain areas. Further, by studying their own data, teachers gain ownership of their place in the classroom. It gives them the opportunity to drive the thinking behind some level of curriculum choices, which helps them to understand and teach it more effectively. Lastly, students will regularly meet with teachers to assess their own progress and data, so as to understand and take ownership of their own learning. These strategies are particularly important for OU students who will come into Path Academy at varying skill levels, and need to not only get back on track, but accelerate credit attainment. The school's extensive data assessment system (described more fully in Section I, question 5) will allow students to achieve at the highest level while progressing at their own pace, ensuring that they master the skills necessary for success in and beyond high school

Core Philosophy 7: *More time in school leaves less time to fall behind.*

As OU youth are, by definition, over-age for their intended grade, a crucial part of their re-engagement is the opportunity to earn credits at an accelerated pace. While differentiated instruction and mastery-based progression both cater to this, extended learning time is another strategy that Path Academy will employ to help move students forward in their academic careers.

The Research

Extended learning time has come to mean both extended day (e.g. ending at 4pm instead of 2pm) and extended year (e.g. attending school year-round with intermittent vacations, rather than a long summer break). This approach not only gives students more time to learn, but also less "off" time to disengage from school.[1]

The amount of time a student spends engaged in learning has been identified as one of the strongest predictors of their academic success. One study found that students who participated in summer education programs for 3 years, and attended consistently, made gains of up to 50% of a grade level on standardized tests.[2] In addition, high quality school models, like the Knowledge Is Power Program (KIPP), have seen improved student outcomes by using increased learning time. At KIPP schools, students spend approximately 60% more time in school than their peers. In addition, they engage in extracurricular activities to build self-confidence and increase their skills.[3] According to KIPP's 2010 Report Card, 63% of KIPP students are outperforming national peers in reading and 47% in math by the end of kindergarten. By 8th grade, these numbers increase to 66% of students outperforming national peers in reading and 54% in math.[4]

More Time at Path Academy

Path Academy will also employ an extended learning strategy. On average, students attend school for 6.5 hours per day, 180 days per year. At Path Academy, students will attend school for 8 hours per day, 206 days per year (see Appendix B for academic calendars). This will give them about 400 more in-school hours per year, compared to traditional schools. In addition, the school will hold Enrichment Weeks, one in June, and another in July, allowing for intermittent vacation periods, rather than a large break during the summer. This approach is beneficial for all students, but particularly for students who have previously struggled in school, as it will fight the "summer drift" often experienced by at-risk students.

A year-round school model leaves less opportunity for disengagement, and an extended school day and year gives students an opportunity to catch up and accelerate credit attainment. For students who are struggling, alternative scheduling and extended time allows for extra intervention and support blocks, which will extend the amount of time spent on each course. For students who remain on track or move forward at a faster pace, extended time allows them

---

[1] National Center on Time and Learning. 2011. *Learning Time in America: Trends to Reform the American School Calendar.* A Snapshot of Federal, State, and Local Action: Executive Summary.
[2] National Academy of Education. 2009. *Time for Learning: Education Policy White Paper.*
[3] Ibid.
[4] KIPP. 2010. *Quick Facts About KIPP: Results.* Accessed on April 25, 2012: http://www.kipp.org/infographics/reportcard2010.cfm.

to accelerate credit attainment. That said, more time on what has not worked in the past is not our strategy. As we have outlined, OPP's model not only features more time on task, but a far richer mix of learning activities. This extended time will allow students to focus, year-round, on building their paths to success and practicing the core skills and PATH values that will lead them to success in college, career, and community.

Core Philosophy 8: *Parent and community engagement is critical to student success, both within and beyond high school.*

A critical feature of the Path Academy model is student engagement in the community – and, conversely, community engagement in the school. By engaging in their community, students gain a sense of ownership and civic responsibility, as well as participating in hands-on, real world experiences. They will be encouraged to engage in the community in as many ways as possible, many of which are built into coursework, especially in projects. The school will also work to engage parents and the community in the school. Not only has this proven to improve student achievement, but it gives OU students, who have previously been overlooked by the education system, a sense of community investment in their work.

The Research

Numerous studies have found a variety of beneficial outcomes to parent and community involvement including better student educational performance, better classroom behavior, improved school attendance, and increased student emotional well-being.[1] Schools also benefit from increased parental involvement because involved parents are committed to supporting the school's mission and providing additional assistance when needed.[2] Parental involvement has been shown to be particularly helpful for middle school and high school students. Students that are considered to be high-achievers typically have parents who talk with them about school, provide encouragement, and discuss higher education. These students also often have parents who help them focus on learning and ensure that they complete homework assignments.[3]

Programs and schools across the nation are recognizing the importance of engaging parents in the school and their child's education. Nationally, programs targeting dropouts, such as SIATech, are seeing great results, using parent engagement techniques to bolster innovative instructional strategies.[4] Even locally, Achievement First schools are widely recognized for student achievement, and rely on parent engagement as a major support for students.[5]

The Community Role in Path Academy

Beyond parental involvement, student achievement, attendance, and overall perception of school has been shown to improve when schools "embrace a philosophy of partnership" – that is, when they frame student learning as collaboration between schools, parents, and the community.[6] In particular, community partnerships must focus on student learning, linking partnership activities to classroom curricula. These connections can create additional resources for schools and students, expanding opportunities and services.[7]

Path Academy staff will engage parents and community members in education using several strategies, all of which have shown to increase student achievement. Community engagement techniques will promote a general culture of partnership to prepare students for success in and beyond high school. They will also provide students with important resources and opportunities to augment their learning experience. Parent engagement techniques will

---

[1] Pate, P.E. and Andrews, P.G. 2006. *Research Summary: Parent Involvement.* Retrieved: http://www.amle.org/portals/0/pdf/research/Research_Summaries/Parent_Involvement.pdf.
[2] Ibid.
[3] Henderson, A. and Mapp, K. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.*
[4] SIATech, 2012.
[5] Achievement First – Our Approach. 2013.
[6] Ibid.
[7] Connecticut Association of Public School Superintendents. 2011. *NextEd: Transforming Connecticut's Education System.*

allow parents to become a part of the education process, helping to ensure that their children will persist in their education. Student experiences with these stakeholders will also support their PATH values, giving them an opportunity to practice real world application of personal development, achievement, teamwork, and humanity. Community and parent engagement in the school will help to ensure student success, and will be managed through the following strategies:[1]

PARENT ENGAGEMENT

- A parent will be invited to sit on the school's Board of Directors.
- Parents will receive monthly newsletters to keep them informed of school-wide achievements, events, needs, and other news.
- Path Academy will host open house events twice a year to give parents and other stakeholders an opportunity to engage with school staff.
- Parents will be invited to teacher/staff conferences three times per year to discuss their student's progress.
- Parents will have access to a portal, which will allow them to receive communications from the school, including progress reports from teachers. This portal will also give them access to personalized sites for each of their student's courses (kept updated by teachers), as well as their student's general achievement records.
- The school will host parent workshops aimed at mentoring parents on how to link school to home and future goals for their children
- Parents will be given a handbook, which will include information including how to communicate with school staff members at any time (e.g. on-call cell phones, online platforms).

COMMUNITY ENGAGEMENT

- Up to 10 community members will be invited to sit on the school's Board of Directors.
- Community members will be asked to participate in student projects, as final panelists or learning mentors, allowing students to develop working relationships and explore problems with real-world significance.
- Community-based groups and organizations will be asked to provide students with experiential learning opportunities and resources (e.g. tours of local art galleries, use of local library – see Appendix E for a list of partnerships already developed)
- The school's Career Coordinator will work with local businesses to secure placements for job shadowing, internships, and part-time jobs, and engage leaders in Career Competency Development Training workshops for students
- The school's Postsecondary Education Coordinator will secure partnerships with local colleges/universities, providing college tours and engaging representatives in hosting informational sessions for students (see Appendix E for a list of partnerships already developed).

Each of these core philosophies, from blended learning through community connections, has been proven to improve student achievement, attendance, and/or behavior in various settings. The Path Academy model combines them in a unique academic setting, using the highly effective Pathways to Success program as the foundation for the school's culture of positive youth development. This innovative school model will give OU students a second chance to earn a high school diploma, providing them with the supports that they need to achieve success in and beyond high school.

[1] Henderson, A. and Mapp, K. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.*

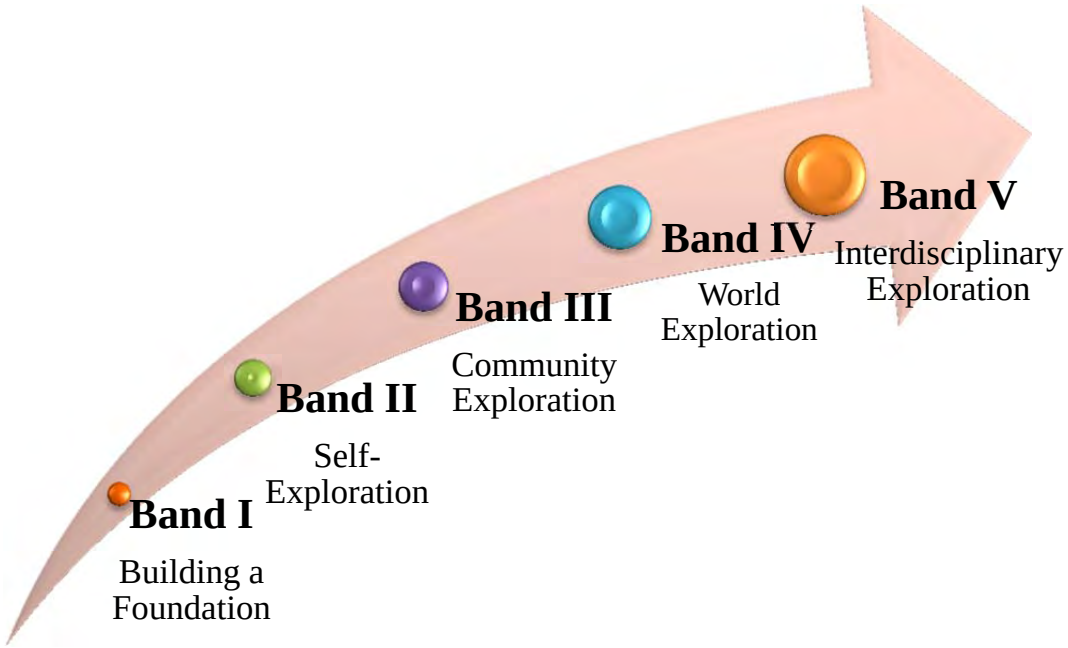
3. Curriculum

Introduction to the Path Academy Curriculum

All of the strategies in the Path Academy model are focused on helping students improve education outcomes and prepare for success in life beyond high school – speaking to the school's academic goal of college and career readiness for every student. Rigorous academics not only prepare students for post-secondary education, but also provide real-world application and connections, preparing them for college and workplace experiences, as well. A critical strategy to accomplish this goal is to make the school look, feel, and function differently than the traditional environments in which over-age, under-credited (OU) students have previously failed. To this end, courses have been arranged into five Band Levels, according to the skills that students will be asked to master. While the school will maintain a conversion from the bands to the state's standard grades 9 – 12, students will be focused only on Band Levels.

As a supplement to the school's goal of college and career readiness for every student, we have established themes for each Band Level of courses. These themes revolve around the concept of student exploration – fitting in this school model, where students are, first and foremost, asked to take an active role in their education. Although students will not be placed into traditional high school "grades," the courses that they take will depend on their skill levels in the various content areas, determined through baseline assessments at intake.

Course curricula have been designed to focus on specific subsets of standards (both Common Core State Standards and CT State Standards), and therefore fall into one of the five bands of difficulty to which each course has been assigned. As English Language Arts and Math are the foundation of every student's academic knowledge, every band includes a core course in each of these subjects, along with a variety of courses in other subject areas. **Important to note is the fact that students will be asked to engage in higher-order skills in all bands**. Each band may introduce more of them to students, but more importantly, the level of rigor in each band increases because the content is more difficult and the focus is on a wider and more interdisciplinary theme. This is crucial in order to keep OU students engaged; students will remain more motivated if high expectations are set early on.



The first step is to assess students' baseline of knowledge, skills, and habits of mind (e.g. reflect on one's own learning). For those placing into **Band I the focus will be on** building a foundation, where they will start to become reflective learners, and assess how the school can help them achieve their goals. This is a critical foundation for previously disengaged students to build on. Band I courses will introduce students to all core elements of the school, including meaningful projects to build not only basic skills and content knowledge, but the bases of analytical skills, as well. These courses include *How to Talk like a Champion: Public Speaking in the Digital Age* and a civics class, titled *Defining Freedom: Constitutional Questions of our Time*, among others.

Band II courses will ask students to start building on their foundational skills, engaging in the theme of self-exploration. Once students have discovered their academic pathway, they will explore how to build their skills and habits around a narrower focus. Band II courses, such as *Science and Self: How Biology Impacts our Lives* and *Restorative Justice,* will also give students a chance to delve into their own ideas, philosophies, and learning styles.

Band III courses will widen the field of vision to student exploration of their community. With added difficulty in content and skills, students will have the opportunity to learn through the lens of community issues and the community perspective. Courses such as *Action and Reaction: Green Chemistry in our Community, Art in Public Spaces: Storytelling through Visual Media,* and *Inequality and Change: The Evolution of American Identity* will bring students out into the community to learn how the real world connects with their studies.

Band IV courses will further widen the student field of vision to world exploration. These courses will allow for students to more independently practice the skills that they have acquired. Courses such as *Economics* and the earth science class, titled *Science and Technology: Creative Solutions for a Sustainable Planet* will give them the chance to consider worldwide patterns in communities.

Band V courses will ask students to take all of these exploration themes and combine them to consider interconnectivity. As Band V courses will more directly prepare students to succeed in the postsecondary world, they will give students the opportunity to explore how disciplines intersect and work together in the real world. Courses, including *Entrepreneurship in a Global Economy: Innovative Ideas for Socially Responsible Businesses* and *"The Buck Starts Here": Financial Literacy for Teens* will also give students a solid foundation for practical skills to use in college and career.

These themes will supplement each student's progress toward college and career readiness. While a different theme will be emphasized in each band they will be constantly reinforced across the five bands. For example, while a student working in Band V has demonstrated a high degree of mastery, Path Academy staff will still need to reinforce certain foundational themes from Band I. This looping back strategy is embedded throughout all aspects of Path Academy. Mastery of the themes will guide students through the process of understanding themselves, how they relate to the outside world, and equip students with the skills to effectively participate in a global community. Students will pass out of a Band Level when they have demonstrated mastery of the appropriate skills. Teachers will determine each individual student's readiness to move on to the next Band Level of coursework based on a portfolio of assessments, including daily progress monitoring, small projects/performance tasks, interim assessments, and evaluation of final projects.

We developed the Path Academy curriculum with our students at the center of our minds, guiding each decision from even before they walk through the door to after they graduate. Therefore, in order to visualize and understand a student's experience across all five bands, we provide a snapshot of how one student might move through each band of our school, experiencing how our curriculum reengages, motivates, and develops our students' academic skills.

We paint a picture of how each band captures at least one core element of our curriculum and include a specific course and project example. The curriculum is grounded in our core philosophies. It is 1) designed to re-engage students, helping them fill their academic gaps and build a foundation, 2) thematically-framed and relevant to students' lives, 3) skill-based within real-world contexts 4) organized around in-depth projects, 5) technology-driven in a blended-learning environment, and 6) college preparatory. In addition to the snapshot below, there is a supporting document (Course Catalog, Appendix F) that maps out our curriculum outlines in more detail, providing specific course titles and descriptions across all five bands, with aligned Common Core skills, CT state standards, learning objectives, content covered, and both internal and external assessments.

STUDENT SNAPSHOT: MIGUEL

Band I: Re-engage and Fill the Gaps: Building a Foundation
Course Example: ELA: *How to Talk like a Champion: Public Speaking in the Digital Age*

Miguel enters Path Academy at a significant crossroads in his life. He is about to take a leap of faith into a new educational experience, and we want him to notice right away that our courses will engage him in a different learning

experience. Our thematic course titles, which connect to the yearlong theme for each band, sound more like college than high school courses. Although he may understand that he has some gaps in basic literacy and numeracy skills, Band I courses will not resemble those remedial or credit recovery classes that he knows all too well. Instead, classes like *How to Talk like a Champion* will allow students to practice foundational presentation, evaluative, and literacy skills, but with a different focus than a remedial English class. Students will spend a great deal of time analyzing and evaluating a diverse array of the nation's most prolific orators, past and present, including Martin Luther King Jr., Barbara Jordan, Elie Wiesel, Lisa Ling, and President Obama. They will learn about the public speaking process, and be expected to practice elements, such as speech-writing. This will allow them to learn new skills of oration, but also build a foundation of excellent reading and writing techniques.

Band II: Relevant to Students' Lives: The Thematic Connection
Course Example: ELA: *Remembering, Reflecting, and Re-imagining Ourselves*

Now that Miguel has started to understand who he is as a learner, building a foundation to become an excellent scholar, we want him to take the next step. We designed our Band II courses around the theme of self-exploration to create space for Miguel to reflect on where he has been, who he is today, and where he wants his life to go. The purpose of the Band II ELA course, *Remembering, Reflecting, and Re-imagining Ourselves*, is to guide students through both a reflective and forward-thinking journey, while giving them the fundamental academic language and strategies to strengthen their literacy skills. One of the projects is a digital memoir, where students will convey change and transition in their lives through new-media technologies. Not only does this give Miguel a chance to reflect on his own life, but also allows him to explore technologies and modes of communication that are relevant to his life today.

Band III: Skill-based: How Local Professionals use the Common Core
Course Example: Integrated Math II: *Geometric Foundations: Intro to Urban Planning*

When we introduce the Common Core standards to Miguel, we want him to see how these skills will prepare him for college and his future career; therefore, it is critical to bring in professionals from outside the school to model how they use these skills in their careers. Since Band III's theme is Community Exploration, Path Academy will bring in local architects and urban planners who will support teachers and students in both project implementation and assessment, ensuring that students are meeting the standards aligned with each project.

We adopted the Common Core's Integrated Mathematics Curriculum, which exposes Miguel to real-world mathematical problem-solving. Students learn Algebra and Geometry as they relate to each other in real-world scenarios, as opposed to the traditional way of separating them. Our curriculum takes the integrated Common Core curriculum a step further by thinking through which types of projects will assess students' in-depth understanding of the course's key skills and concepts. For example, in *Geometric Foundations*, students will build a series of knowledge and skills that culminate in an exciting final project where they design and present a site plan for a local state-of-the-art high school.

Band IV: Project-based: Beyond the Classroom and Windham
Earth Science: *Science and Technology: Creative Solutions for a Sustainable Planet*

We want Miguel to see how his voice can impact real change in the world. In each course description, we list at least one project example that serves as an authentic assessment of students learning. Across all disciplines, teachers will guide students through the stages of a project cycle, as outlined by resources from the Buck Institute of Education:

* **Getting Started:** Students will write a driving question, which sets the purpose for the project.
* **Planning and Preparing:** Teachers will launch the project cycle with an entry vent, or hook that connects and motivates students to the project. They will also describe the culminating project and how students will be assessed.
* **Managing the Project:** Teachers will give mini-lessons and instructional support that guide students through the implementation of their project. Teachers will also support students as they work in collaborative teams of three or four, learning how to build on each other's

strengths and make decisions as a group.
* **Reflecting and Perfecting:** Students will self-assess based on a performance rubric and make decisions about how to improve the quality of their work.
* **Sharing the Project:** Students will present their project to an audience of community members, parents, peers, and professionals. A key feature of project-based learning is to demonstrate skill and competency in front of an authentic audience.

We have done extensive research on project-based learning in schools that work, particularly Manor New Technology High School in Manor, Texas and Envisions High Schools in San Francisco, California. However, we recognize that we serve a different population from many of these schools. Miguel will need more instructional support and strategies that will help him strengthen his core literacy and numeracy skills. This is why we have paired project-based learning with the Framework for Effective Instruction (FEI), (detailed in Section I, question 4) to form a highly scaffolded learning experience that values teaching core skills within the context of meaningful projects.

In Band IV Miguel will take a course titled: *Science and Technology: Creative Solutions for a Sustainable Planet*. He will learn how scientists currently study and investigate environmental challenges. For a final assessment, students design, conduct, and present an experiment that addresses one environmental concern to a real-world audience, such as the Environmental Protection Agency.

Band IV: Technology-driven, blended, and purposeful
Course Example: Modern World History: *The Power Dynamics between and among Governments and Citizens*

While Edgenuity courses and other computer-based supports and resources play a vital role in supporting the achievement of our students, a true blended-learning environment is one where technology takes on an integrated, valuable role in daily instruction and student activity. Miguel must become fluent in a variety of technological resources in order to organize, research, and present information clearly and accurately. When Miguel learns about the Arab Spring in Modern World History, online commentary and footage will give him broader perspectives and materials to synthesize. Historical narratives now go far beyond a textbook, and learning how to navigate a variety of primary and secondary sources will be a key feature of building technological literacy across all disciplines.

The culminating project for *Modern World History* is to develop an online educational tool for future students that teaches them about how the Arab Spring compares to another major world event between a government and its citizens. Students will synthesize the content and skills they've learned during the year, while also using technology for a real-world purpose, to convey information in an accurate, creative, and purposeful way.

Band V: College Preparatory
Course Example: English Language and Composition: *College-Ready Writing: The Moves that Matter in Academic Papers*

While we organize our curriculum around project-based learning, we know it is critical to prepare our students for the kinds of performance tasks they will encounter in a college setting, particularly analytical papers, research papers, proposals, and PowerPoint presentations. Students need consistent support with their academic writing across all levels and disciplines; however, in Band IV we provide students with an intensive college-preparatory academic writing course called *College-Ready Writing: The Moves that Matter in Academic Papers.* The purpose of this course is to model strategic moves that strong academic writers make across all disciplines. Miguel will advance his academic writing by reading a variety of nonfiction texts, analyzing the ways that writers powerfully make arguments, and practice using these strategies in his own writing products. The writing products might be a research paper, lab report analysis, an article for a journal, a proposal to an organization, or a college essay.

Academic Goals and Learning Objectives

Although students at Path Academy will come into the school "behind," they will be expected to achieve at the highest academic levels. As noted earlier, the school's core purpose and key values demand that we maintain a relentless focus on the following student academic goals:

1) Students will demonstrate **mastery of core academic skills** in all core content areas.
    a. Common Core – demonstrated through continuous internal assessments and Smarter Balanced Assessment
    b. CT State Frameworks – demonstrated through continuous internal assessments and Smarter Balanced Assessment
    c. 21st Century Learning Objectives – demonstrated through continuous internal assessments, in particular, project rubrics (see Appendix G for the five core academic learning objectives for Path Academy).
2) Students will significantly **exceed state and national benchmarks** for attendance and performance in reading, writing, and math.
    a. State expectations – demonstrated through Smarter Balanced Assessment
    b. National expectations – demonstrated through nationally normed assessments (ACT, PSAT, SAT, Accuplacer)
3) Students will graduate with a Connecticut **high school diploma.**
    a. Demonstrated through mastery of Common Core skills, CT State Frameworks standards
    b. Demonstrated through proficiency on state and national exams
4) Students will **succeed in postsecondary** placements (college and career).
    a. Demonstrated through mastery of Common Core skills, CT State Frameworks standards, 21st Century Learning Objectives

As noted, these goals will be measured through the school's plan for continuous internal and external assessments (detailed in Section I, question 5). The school will track these goals through benchmarks on the Performance Framework (see Appendix H). This tool tracks both academic and non-academic goals (non-academic goals are detailed in Section I, question 3F). All elements of the school will support student progress toward these goals. Continued achievement will be supported through the data driven culture of the school, allowing for continuous and timely feedback from students to teachers and staff.

Calendar & Schedule

Path Academy will run on an extended year calendar. Beginning the first week of August and ending the last week of June, the school will run on 206 instructional days per year. These days will be split into six Learning Cycles (three trimesters), which will each end with a Data Day for teachers to analyze student achievement data and create new student learning pathways (detailed in Section I, question 2D above). This Data Day will be followed by several Path Building days, in which students will focus exclusively on mastering skills with which they have struggled in the preceding learning pathway. The academic calendars for 2014-15 and 2015-16 are available in Appendix B.

Path Academy will also run on an extended day calendar. Starting at 8am and ending at 4pm, students will be in school for an average of 8 hours per day. Wednesdays will be the exception, as students will be released 2 hours early to allow for all staff professional development. Each student's individual schedule will incorporate four major blocks every week: 1) content area class time, 2) learning lab time, 3) Intervention/Acceleration blocks, and 4) Pathways activities. A fifth block of enrichment activities (e.g. art, music) will be provided to students who are progressing on or ahead of pace (students who are behind will use this time for academic support).

Intervention/Acceleration blocks will allow students to work individually or with teachers to catch up on skills that they have not yet mastered, or (if they are on track) accelerate learning. Pathways activities blocks will include meeting individually with Youth Development Specialists, and completing postsecondary preparation activities. In addition, Wednesdays will involve students in whole-school Town Hall Meetings and Pathways Advisory Group activities, in which they will meet with similarly paced peers for youth development activities. Each student's individual schedule will be determined after the diagnostic assessment period at the beginning of the year, and will be adjusted throughout the year as students move through courses. An example of a potential student schedule is available in Appendix C.

A. Explain the process utilized to identify or develop the curriculum that will be used by the school and provide the criteria for selecting the curriculum.

Path Academy's model incorporates innovative teaching and learning strategies that have proven effective in various settings across the country. While elements of and resources from many "off the shelf" curricula support these strategies, no one full curriculum seemed appropriate for our school's target population. Therefore, founding members worked with education consultants Adina Schecter and Antonia Rudenstine from reDesign, and Ephraim Weisstein, who is the founder of two nationally recognized competency-based small high school models, Diploma Plus and Schools for the Future, to build curriculum outlines for each course that will be offered at Path Academy (see course outlines in Appendix F), as well as the unit examples presented in Section I, question 3G. This process began with a dive into understanding the Common Core State Standards and CT State Frameworks, and backwards designing each course from the appropriate set of skills from these standards databases. The processes described below guided these decisions, and will continue to be used as school leaders and teachers build remaining unit plans.

Curriculum Element Selection Process

The heart of the Path Academy design is its proficiency-based approach to teaching and learning, supported primarily through its foundational project-based learning methods. The curriculum design process was led by a seasoned team of educational experts with specific experience over the course of their careers in educating at-risk young people. The elements and materials chosen for incorporation are of professional caliber and have been used in dozens of schools nationwide. Path Academy's OU students will be asked to demonstrate their learning in each of five bands in order to receive credit. The curriculum at Path Academy will ask students to demonstrate their learning through a variety of experiences and performances, many focused on completion of projects (of varying sizes), and requires students to show college ready proficiency. Students will advance academically, demonstrating greater independence and ownership of their learning in each Band.

The developers of the Path Academy model used the following criteria to determine the mix of curriculum elements and resources the school will need:

- Modularized so that students can move at their own pace and loop back to meet standards at any point
- Standards-based (Common Core)
- Differentiated and/or delivered in a blended or online format to enable groups of students and individuals to move at their own pace
- Recuperative and accelerated (toward college prep) in one; addressing key knowledge, skills, and higher order thinking
- Highly engaging for students
- User friendly so that a competent but relatively inexperienced teacher can successfully use it within a differentiated class
- Operates well on a mobile device and on Path Academy's learning management systems
- User friendly for students so that they can access and use the curriculum in school and remotely

We have used these criteria to identify a combination of custom-designed modules and carefully selected digital curriculum materials from commercial and nonprofit providers (detailed in Section I, question 3C) in all four core content disciplines. Path Academy is a blended model in all respects, including its development and selection of curricula and pedagogical approach. Our review has extended to nearly every significant curriculum publisher and many secondary school networks (e.g. High Tech High School, EdVisions; all explained in detail in Section I, question 3C).

Curriculum Development Process

Curriculum for Path Academy has been developed according to the school's guiding principles for course development. In addition, they have been developed to reflect the school's mission, vision, philosophies, objectives, and core values. Founding members and consultants used a three stage, backward design process, modeled after the

Understanding by Design framework, when developing curriculum outlines and unit examples.[1] This framework, guided by theoretical research in cognitive psychology and results of student achievement studies, focuses on teaching toward students being able to transfer their learning through authentic performance. Much the same as Path Academy's core philosophies around instruction and project-based learning, the Understanding by Design framework asks teachers to be "coaches of understanding," acting as facilitators, rather than lecturers.[2]

Founding members and consultants worked through the first two stages of the framework together for each course that will be offered at Path Academy. In the first stage, we worked to identify what students should know, understand, and be able to do in each course.[3] We aligned standards from the Common Core and CT State Frameworks to each course, and chose priority standards as a focus. As a mastery-based academic program, this allowed us to define "success" for each course, focusing on which key competencies students should master, using the two sets of standards previously noted. In the second stage, we determined what student success should look like for each course, and what internal assessments would be used to measure this.[4] We focused primarily on cataloging performance tasks – that is, culminating performances, not daily formative measures – such as quizzes/tests (on Edgenuity or other computer-based programs), papers, data analysis, and projects. These are listed in each course outline. Path Academy's overall assessment system, including internal and external assessments, is detailed in Section I, question 5.

The third stage, planning learning experiences/instruction, was applied for the three unit examples presented in Section I, question 3G. This stage focused on designing learning activities to support students to mastery of concepts and transfer of learning.[5] Mirroring Path Academy's foundational strategy of data-driven instruction, this stage allowed us to design opportunities for students to apply learning and receive timely and continuous feedback to ensure mastery of concepts and skills. Using texts and online tools as resources to support student learning, these activities will allow students to practice skills <u>while</u> acquiring content knowledge. In addition, unit examples were designed with the school's core philosophy of differentiated instruction and personalized learning paths in mind. Modularized to allow for students to progress at their own pace, Path Academy's curricula will include resources for teachers to scaffold learning for students and incorporate appropriate supports according to student need. This will assist not only OU students who have fallen behind in critical skill attainment, but also students with disabilities, English Language Learners.

Path Academy courses will:

- Be organized thematically by content
- Explore issues of concern to students, such as identity, power, authority, agency, institutional influence, choice and voice, loyalty, and justice (personal development)
- Provide students with the opportunity to share their work or learning process with an authentic audience outside of the walls of the school (effective communication, community engagement, humanity)
- Draw on a broad, deep, multidisciplinary, and multi-media set of resources that are available to students whose literacy and numeracy levels range from 3rd-grade through high school (blended learning environment)
- Provide multiple opportunities for students to practice and create college preparatory products, such as literary analyses, lab reports, analyses of data sets, research papers, mathematical problem-sets, Socratic seminars, group work and oral presentations (college/career preparation, teamwork, creative problem solving, critical thinking)
- Support student mastery of 21st century skills, including proficiency in using technology to communicate (digital writing proficiency, technological literacy)
- Culminate in final projects that become part of a living portfolio (project-based learning)
- Explicitly teach students the independent learning strategies of higher-order thinking, literacy, and metacognition to ensure high and ongoing academic achievement (achievement)

---

[1] Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (expanded 2nd edition). Alexandria, VA: ASCD.
[2] Wiggins, G. & McTighe, J. (2012). *Understanding by Design Framework*. Alexandria, VA: ASCD. http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf .
[3] Ibid.
[4] Ibid.
[5] Ibid.

As part of the curriculum development and selection process, we have developed a scope and sequence and outlines for each course (seen in Appendix F). We have explored key questions such as: how can we remediate students computing at a 3rd-6th grade level and maintain a rigorous high school curriculum? Because U.S. math education is organized around a spiraling curriculum, students entering high school have seen "remedial" math concepts numerous times. Even if they haven't mastered them, they believe they "know" them. This makes it exceptionally challenging to successfully teach the concepts[1]. To address this issue, we have developed a Band I recuperative Algebra Lab course that students can either take in tandem with Band II courses, or prior to venturing into Band II.

To combat a similar challenge in ELA, we designed courses that are aligned to the Common Core Standards, while also incorporating intense remediation and scaffolding. For example, in Band I, below-grade level readers will engage in developmental literacy coursework each day, moving between Literature Circles, developmental fluency work, and independent, self-paced comprehension tasks (see the Appendix F for Reader's Workshop outline). All courses will be flushed out to full curriculum units after approval of the proposal. A committee of school leadership (Principal) and lead teachers hired several months before school opening will work under the guidance of consultants to finish developing curricula for each course. They will follow the same process described above, using the Understanding by Design framework for curriculum development. They will use the course outlines in Appendix F and the unit examples presented in Section I, question 3G as guides. This will ensure that all courses are held to the same level of rigor, and include the same resources for appropriate student support and differentiated instruction.

B. Explain how the curriculum will be consistent with the mission and educational philosophy of the school.

Path Academy's curriculum is directly connected to the vision and mission of the school in that it is specifically designed to address both the academic and social-emotional gaps that students experience and stakeholders know are essential for college and career success. The courses will align to our core beliefs about students and learning:

- Own their learning process
- Move at their own pace through a performance-based system
- Exercise choice (about what's important to them to think about)
- Nurture a powerful voice (about what they are thinking about)
- Tackle challenging academic material
- Develop the metacognitive skills required to learn academic behaviors, and
- Cultivate a strong enough belief in their own efficacy for post-secondary education to become a true option

As noted above, course curricula have been directly aligned with the school's mission, vision, philosophies, objectives, and core values. In the above description, some explicit connections have been made between curriculum purposes and these core elements. Details on how course curricula will be consistent with the mission and educational philosophy of the school are illustrated below through highlighting of a few key features of the school's design:

Re-engage Students in Education

Course curricula have been outlined to ensure that they look different from a traditional class. For instance, all courses have been renamed to look more like college classes than high school (e.g. *Science and Technology: Creative Solutions for a Sustainable Planet*, rather than *Earth Science*). This will engage students from the beginning. The unique "catch" will be followed by each course's unique set of performance tasks, resources, and teaching strategies. Centered around project-based learning and designed to move away from the standard classroom lecture model, these will further engage students and get them to play an active role in their own education.

Master Critical Academic and Non-Academic Skills

Course curriculum outlines and unit examples have been designed to ensure that students are being asked to consistently demonstrate high academic achievement, through measurement of learning objectives and monitoring of

[1] Blacque, 2011; Ginsberg, 2012

assessment data. Education professionals with a wealth of knowledge in this area monitored outlines and design to make sure of this, and recommended resources for use in development of outlines (including assessment strategies) and unit plans. Ranging from Edgenuity courses to Khan Academy, traditional novels to innovative technology-based communication tools like Glogster, each resource has been vetted and researched to ensure that it will support student achievement at Path Academy.

In addition the curriculum incorporates Path Academy's philosophy that the success of our students is dependent on their holistic development. This includes a strong focus on non-academic goals (these objectives are discussed in question 3f below) such as students learning and practicing integrity as part of their focus on the future. Consistent with this philosophy, Path Academy integrates non-academic themes directly into the academic curriculum. For example, we have taken some of the most significant topics from "Thrive Foundation for Youth" and cycled back to it in our humanities curriculum. Also, teachers will measure project management skills and accountability within course project rubrics.

Prepare Students for College, Career, & Community

All courses at Path Academy have been designed to require the explicit demonstration of postsecondary-level skills, through final projects, also referred to as "College Prep Performances." While the bulk of career-specific preparation will occur during Pathways activity time, students will also be asked to engage with the community in the context of the curriculum. Presentations to community members and work with outside mentors are key elements of many courses.

Differentiated Instruction & Mastery-Based Progression

As key elements of helping students accelerate learning and achieve high academic goals, course curriculum outlines and unit examples have been created to ensure that teachers can differentiate learning in the classroom, so that students may progress at their own pace. Teacher resources to this effect have been included in the unit examples, and assessments suggested in course outlines leave room for students to work on their own levels. Further, the integration of digital resources will allow students to access materials appropriate for their current level of learning, while practicing the same skill sets as their peers.

Blended Learning

Course outlines have been designed to include the use of both teacher-led instruction time and supplementary computer-based education time. This will offer students a mix of content acquisition and higher order skill mastery time, as well as a range of options from which to learn (tailored to what works best for them). The integration of technological literacy and digital proficiency extends even beyond the incorporation of the school's foundational computer-based educational tools (Edgenuity, Khan Academy, Wilson Reading Trainer), to include a number of web-based tools for research, learning, and communication. As noted above, these resources have been vetted by experts in the field of curriculum development, and will help to support student learning in the 21st century.

C. Provide research on the curriculum, including citations, that demonstrates it may result in high academic achievement for the students served.

As discussed extensively in Section I, question 2D above, each of the strategies used in Path Academy's model is supported by research demonstrating its effectiveness with populations of or similar to OU youth across the country. These strategies have been incorporated into the specifically developed curriculum for each course, and will continue to be incorporated as school leadership work to detail remaining curricula prior to school opening. For specific citations on each of our strategies, please refer to Section I, question 2D above.

Path Academy's teaching and learning strategy is built around a blended learning approach, coupling teacher-facilitated learning with online learning, primarily through Edgenuity's research-based e2020 courses.[1] In addition to

[1] http://www.edgenuity.com/Curriculum-Research/Case-Studies

e2020 courses, Path Academy students will have access to virtual online courses such as AP courses,[1] as well as Khan Academy[2], to support their learning: the first, for college preparation, the second for remediation.[3]

Computer-assisted instruction is showing promise. Results of published and unpublished studies in four recent meta-analyses show positive results for academic outcomes (e.g., amount of information learned initially, amount of information retained over time, time needed to learn lessons, course completion rates, post-test scores) more often than not when computer-assisted learning is employed.[4] Recent research has also shown that combining face-to-face teacher-led instruction with technology produces more significant academic gains than that achieved by students learning in strictly virtual or face-to-face environments.[5] Several studies also indicate that computer assisted learning promotes analysis, generalization of concepts from a classroom instructional example to real world applications, logical and scientific reasoning and other tasks typically considered "higher order thinking skills."[6]

The online/computer-assisted work students will engage in is coupled with face-to-face instruction using reDesign's Framework for Effective Instruction (FEI). The FEI has a deep research basis, drawing on two arenas of research-based practices: first, a cadre of instructional practices that provide teachers with a coherent way to address the particular needs of struggling students; and second, a set of learning strategies:

INSTRUCTIONAL PRACTICES	LEARNING STRATEGIES
Backwards Planning: Developing unit plans organized around guiding questions, and goals that support students' construction of their own understanding of complex ideas. *(J. Piaget, 1971 & 1975; Wiggins & McTighe, 2005)*	Using **7 Key Literacy Strategies** to deepen one's understanding of complex texts: text analysis, prediction, inference, making connections, questioning, visualization, determining importance. *(Harvey & Goudvis, 2007)*
The Workshop Model: Organizing a lesson around 3 work-sessions: 1) A launch to teach content and model learning strategies; 2) An Investigation where students practice new learning through collaboration, and instruction can be differentiated; 3) A synthesis period designed to check on student understanding of new material. *(Calkins & Ferina, http://rwproject.tc.columbia.edu/, A. Davis, 2000; S. Israel, 2007; S.S. Waterman, 2007)*	Building the skill of **Metacognition** in order to increase one's ability to tackle challenging academic tasks: Planning how to tackle a task, assessing one's progress, making mid-course corrections. This is the work of reflecting on one's thinking and learning processes. *(S. Israel, 2007; E.L.Vockell, 2001)*
Building Background: Expanding students' knowledgebase, and/or activating their existing schema. *(The SIOP Institute)*	Developing **Higher-Order Thinking Skills** to build one's capacity to explore complex ideas at high levels: analytic, synthesizing, evaluative and creative skills. (*Anderson & Krathwohl, 2001; J. Lester, 2006*)
Ensuring Student Understanding: Communicating new concepts in at least 2 mediums: written, oral and/or visual; conferencing with students, individually and in small groups, to check for understanding. (*C. Anderson, 2000; The SIOP Institute)*	

[1] Alliance for Excellent Education. 2012. The Digital Learning Imperative: How Technology and Teaching Meet Today's Education Challenges
[2] https://www.khanacademy.org/
[3] Noer, M. 2012. One Man, One Computer, 10 Million Students: How Khan Academy is Reinventing Education. Education Week, November 19, 2012.
[4] Center for Policy and Research, Stanford University, 2012
[5] Mean, B. et al. *Evaluation of Evidence-Based Practicesin On-line learning*. US Dept. of Education, 2010.
[6] Fletcher-Flinn, 2010

Facilitating Student Interactions: Designing activities each day where students work with each other in pairs or small groups, in addition to conferencing with the teacher. *(B.C. Davis, 1993; The SIOP Institute)*	Undertaking **Participatory Action-Research** to improve instruction**:** After a lesson, teachers reflect alone and collaboratively on the success of the lesson, collecting and analyzing data, and articulating new approaches to deepen student understanding. (*Friere, 1970*)

In addition to the FEI, Path Academy Students with elementary level reading skills will participate in the Wilson Just Words program, which has proven to be incredibly effective with adolescents struggling with reading fluency and comprehension issues.[1]

Path Academy's adopted face-to-face instructional approach, the Framework for Effective Instruction (FEI), has been the centerpiece of an ongoing New York City initiative to serve OU students. The New York City Department of Education's Office of Post-Secondary Readiness[2] has overseen the creation of 48 Transfer High Schools[3] to support OU students, and the FEI has been the instructional model of choice at fifteen of the schools, as part of an ongoing initiative. A number of the schools who have adopted the FEI are ranked among the highest performing transfer schools in the city. New York City's Transfer School work is well documented and researched: across the city there are over 100,000 OU students at any given time. Students who remain in articulated high schools have an average 15% graduation rate. Those who enroll in the transfer high schools graduate at a rate of 53%.[4]

Path Academy's project-based[5] approach to curriculum development draws heavily on the ground-breaking work of the High Tech High[6] and EdVisions[7] Networks. Within both networks, projects are designed as dynamic, multi-disciplinary, and mastery-based: all features that we have adopted in our own curriculum design approach. While HTHS serves a somewhat different population than Path Academy, about 35% of HTH graduates are first-generation college students. HTH's African-American students outperform district and statewide peers by a wide margin vis-à-vis test scores, percentage who take chemistry, physics, and advanced math (100%), and college entry (100%). EdVisions supports nearly 50 schools in 11 states with an impressive track record of graduating college and career ready students. Together, both have demonstrated that schools can organize learning around projects, and effectively prepare students for college.
Finally, at the heart of Path Academy is the belief that students should have the opportunity to advance as quickly as they are able, without being left behind if they need more time to undertake specific learning tasks. This mastery- or competency-based approach[8] has taken hold in a number of New England States, with Maine[9] and New Hampshire[10] crafting policies and legislation to create fully mastery-based education systems. The international Association for K-12 Online Learning (iNACOL)[11] has published a number of reports on this approach, including one specifically focused on strategies to serve OU students.[12]

In order for mastery-based education to be effective, teachers must become incredibly skilled in differentiating the curriculum. The FEI's investigation period (approximately 60% of the class time), provides ample opportunity for students and teachers to move at their own pace, on the learning tasks that are most appropriate for that moment. There is considerable evidence that teachers and schools who emphasize differentiation help students achieve greater academic success.[13] Differentiation is recognized to be a compilation of many theories and practices, but is typically

---

[1] O'Connor, J. and Wilson, B. 1995. Effectiveness of the Wilson Reading System used in Public School Training, McIntyre, C., and Pickering, J., eds. 1995
[2] http://schools.nyc.gov/Offices/OPSR/default.htm
[3] http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/TransferHS/default.htm
[4] http://blog.betterhighschools.org/new-york%E2%80%99s-transfer-high-schools-help-students-who-fall-behind
[5] http://www.edutopia.org/pbl-research-learning-outcomes
[6] http://www.hightechhigh.org/
[7] http://www.edvisions.com/custom/SplashPage.asp
[8] http://www.capd.org/pubfiles/pub-1996-10-09.pdf
[9] http://news.heartland.org/newspaper-article/2012/06/06/maine-enacts-competency-based-high-school-diplomas
[10] http://thejournal.com/articles/2013/01/23/new-hampshire-schools-roll-out-competency-based-learning-model.aspx
[11] http://www.inacol.org/
[12] https://www.inacol.org/research/docs/ClearingthePathReportJan2011.pdf
[13] Subban, P. Differentiated Instruction: A Research Basis. International Education Journal, 2006. 7(7), 935-947.

assumed to be rooted in Lev Vygotsky's theory of the zone of proximal development[1]: that learning occurs when students have access to material and resources that is at the edge of their individual developmental needs.[2] This belief is at the heart of Path Academy's instructional approach.

All of these strategies are woven into the curriculum for each course, reflected in the learning activities, teaching strategies, resources, and assessments. This will help Path Academy ensure that students are supported to mastery of the nationally recognized Common Core State Standards (as well as CT State Frameworks). In particular, these strategies have been woven into the curriculum for each course specifically to support Path Academy's target population of students. OU students have specific needs, as previously noted, and often come with significant gaps in learning (particularly in basic literacy and numeracy skills); traditional educational environments are typically not conducive to meeting these needs. In Windham, in particular, many students are also English Language Learners, fighting an additional barrier to academic success. The curricula at Path Academy have been designed to specifically take this need into consideration, leaving room for specialized and individualized supports (the ELL program is detailed in Section III, question 4).

D. Explain how you will ensure that the curriculum will be appropriate for the students the school intends to serve, as well as students with disabilities, English language learners, students below or above grade level and students at risk.

As Path Academy's target population is over-age, under-credited (OU) youth, we are prepared to serve students who enter at varying levels, facing a myriad of risk factors and challenges. Therefore, Path Academy's courses are specifically designed to address the needs of a heterogeneous student body, with any number of risk factors (including students with disabilities, English Language Learners, students below or above grade level). Key features of the academic plan will support this. Projects integrated into each course will allow students at all basic literacy/numeracy levels to learn and master higher order skills together (while these students catch up with extra supports outside of the classroom). Blended learning will give students opportunities for these extra supports, and will supplement content acquisition for all students. Curricula will also be designed (and have already been outlined) to include multi-cultural themes, ensuring that multiple perspectives are considered and experienced by all students.

Path Academy's curricula are organized around the following key features of differentiated curriculum development[3]:

- Open-Ended Tasks
- Independently-Paced Activities
- Rewritten and audio adaptations of central texts: particularly those with heavy content
- Independent Reading Texts for students reading at all grade levels
- Inclusion of a set of research-based word study activities proven effective in teaching students to learn how words work
- Strategy recommendations that teachers can use as a guide

These features will support high academic achievement for all student cohorts and subgroups, and provide accessibility and appropriate instruction for students at all levels. Using the school's innovative instructional strategies, such as project-based learning, as the foundation, these features of differentiated curriculum development will guide teachers to ensure that courses are appropriate for all students.

Open-Ended Tasks

The curriculum is organized around open-ended but scaffolded tasks: tasks that ask students to think, explore, apply their learning to new contexts, analyze, evaluate and synthesize. By definition, these tasks allow for differentiation: there isn't a "right answer." Lesson Launches and Modeling activities (detailed further in the description of the

[1] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
[2] Fisher, et al1980; Freund, 1990;Tomlinson, 2000.
[3] Subban, P. Differentiated Instruction: A Research Basis. International Education Journal, 2006. 7(7), 935-947.

instructional method in question 4 below) will be designed to be accessible to ALL students, and to scaffold learning by providing explicit teaching of high-impact learning strategies, as well as strong analytic thinking within the content areas.

Creation and production is facilitated in two ways: First, students will undertake a series of performances in each course, built around completion of projects. These will be designed to be college preparatory (presentations, debates, analytic papers, research projects), with scaffolding so that tasks are accessible to all students. As teachers come to know their students, they will create additional individualized scaffolding for students who need it. Second, students will increase their Tech Literacy by using Web 2.0 Applications and web-based tools to produce and create work that can be shared beyond the four walls of the classroom. A few examples: In the memoir class, students will create a digital memoir, using web- and computer-based tools to communicate their stories. In Algebra Lab, students will create a Glog (www.glogster.com) of their research into key terms.

Independently-Paced Activities

The curriculum is a blend of whole class and independent activities. Creating a powerful learning community will be a critical part of the curriculum, which is built on the Vygotskian/William James idea that learning is most effective when it's social: independent/ self-paced tasks will always need to be blended with communal learning. Self-pacing will occur under the guidance of teachers who know their students well. There are several critical ways that students can self-pace:

Compacting the Curriculum: In several courses, if a student already possesses skills in one area, they will not need to complete the activities associated with it: the teacher will give them full "credit" after an assessment demonstrates that they have already mastered those skills, and they will move on. For example, the first Algebra Lab lesson is on "Place Value." Only students who need to learn this will do these activities, other students will move on to the second set of activities. The same is true of literacy work. Below, we describe the Literacy Activities embedded in each course (on morphology, common uses, multiple meanings). Students who are strong readers will not need to complete these tasks, or may need to complete only a subset of them. Again, teachers would give "full credit" and students would move on.

Independent Activities: Within every course there are many activities that have been labeled "Independent." These are activities that students can complete anywhere/anytime for assessment. These are typically reading and writing activities.

Many small scale and final performances are also independent activities that students can undertake when they feel they are ready: this might be at either a faster or slower pace than the curriculum has set. In the earlier Band Level courses we have anticipated that most students will need the scaffolded activities leading up to performances, but any student able to skip the scaffolding or move through it at a faster pace will be strongly encouraged to do so. The same holds true for students who need to move at a slower pace. Regardless of student performance levels and specific learning needs, all independent activities will be carefully aligned with state and common core standards.

Texts

Multiple texts, text adaptations, and audio recordings will exist for each course. Our goal in providing texts is to provide all students with access to the same material and to materials appropriate for their specific learning levels (through audio, adaptations, and a central text). We will identify a broad and deep set of classroom library texts and we've embedded independent reading into the ELA courses. Independent reading texts have been identified for students reading at every grade level, including first grade. The curriculum assumes that students will be reading a minimum of 30 minutes every night at their grade level. This will not preclude students working with other texts both in class and during independent learning time, our adaptations and audio recordings (described above), have been created specifically to support students with these other texts.

Recommendations for Supporting Struggling Readers

A significant number of activities in every course will include a recommendation for supporting struggling readers. Teachers will still need to make executive decisions about the modifications they think will best allow them to enact the recommendation. Below is an example from the Algebra Lab course. In this example, the teacher will still need to think about how to group students so that s/he can provide this sort of specific help, based on the particular needs of the students, the class dynamic, and the number of students who need the support. Some examples of the kind of differentiation teachers will undertake:

- Put students into homogeneous groups and work with the students with the smallest reading capacity;
- Create a voicethread so that problems are available both visually and aurally;
- Create Reading Buddies, where a strong reader reads to a weaker reader, even if they have similar math capacity.

Connecting Adding to Multiplying--Synthesis

Description	Students will reflect on their knowledge of multiplication and how it relates to addition.		
Estimated Time	10 - 15 minutes		
Materials	laptop, projector, wall wisher		
Steps		**Student Steps**	**Teacher Instructions**
	1.	**Reflection on the Math:** Your teacher will send you a link to a wall wisher with the following questions. Respond on wall wisher and be prepared to share out if necessary. a. Why is multiplication so important in our daily lives? Why don't we just use addition? b. Is it valuable to memorize the multiplication table when you have a calculator? why or why not?	Create a wall wisher for these questions and have students expand on their thinking when necessary. Read questions out loud to struggling readers. Provide spelling help to struggling readers, or let them use assistive software.
Metacognition Questions			

Adapting and modifying each lesson in this way will be the work of the classroom teacher, as they make the curriculum their own.

Literacy Activities to Support Struggling Readers

In every course (including math) teachers will find multiple research-based literacy activities designed to teach students how words work (the Band I Algebra Lab course has 22 literacy activities, because of the high probability that students enrolled in this course will be the weakest readers). The activities are specifically geared toward teaching students about morphology/morphemes (how words are put together with prefixes, suffixes, and root words); about common use of words (rather than dictionary definitions); and about the multiple meanings of words (Hennings, 2000). Each activity is designed to provide students with an entryway into multiple new words, rather than the more familiar (and less effective) practice of having students memorize lists of new words every week.

This foundation of differentiation will be reflected throughout each course at Path Academy. These specific and personalized supports within each course will leave room for targeted interventions (through the school's Scientific Research-Based Intervention framework), and specialized supports (for students with IEPs, 504 plans, and English language acquisition needs).

E. Describe the process that will be used to align the curriculum to the Common Core State Standards (CCSS) for mathematics and English language arts and the Connecticut State Frameworks for all other areas of study.

Founding members and consultants began the curriculum design process in early 2012. As noted, curriculum development stemmed from the school's mission, vision, and core philosophies, and used the Understanding by Design framework. As one of the primary academic goals for Path Academy is for students to succeed in

postsecondary placements (college and career), the Common Core State Standards were a natural fit, as they are aimed at preparing students to succeed in college-entry courses and workforce training programs. Curricula for almost every course were aligned to the Common Core State Standards, using the standards for Literacy in History/Social Studies and Science & Technical Subjects for courses other than math and ELA. The CT State Frameworks were also used for these courses, making up the majority of the priority standards for science, social studies, and elective courses.

Each course was backward designed and developed based on a set of these standards, including key priority standards for most courses; curriculum elements and resources were then pulled to support student mastery of the skills sets for each course. Course outlines are based on this process (detailed in Section I, question 3A above). The standards are parsed out to different courses based on the "staircase" of increasing complexity, aligned with Path Academy's different Band Levels.[1] In addition, resources included in curriculum for all courses at the school will be advised by the sample texts provided by the Common Core to help teachers prepare.

Path Academy has also developed unit plan templates that ensure that teachers can make strategic alignments to both the Common Core Standards and the Connecticut State Frameworks. Each course is organized around a set of specific standards (seen in Appendix F), but it is within each unit that the alignment is apparent at a deep level. Each unit plan lists the learning activities students will explore, and each activity is explicitly organized around a few of the course's standards. Units are intentionally planned to provide students multiple opportunities to learn and then demonstrate mastery on each of the standards studied during the unit. All activities are built around Common Core and/or CT State Frameworks standards, which set a rigorous definition of college and career readiness.[2] In addition, the school's project-based learning approach supports the Common Core philosophy of helping students develop a depth of understanding that they can transfer to authentic situations, rather than memorizing sets of facts.[3]

The ELA and math example units in Section I, question 3G provide strong examples of this approach, where each summative assessment and learning activity clearly identifies the specific standards that are being taught and assessed, both for teachers and for students. Based on the course outlines and unit templates, the curriculum development committee at the school (principal and teachers) will use this same process to develop all units for all courses. For example, in the attached ELA Unit on Memoir, there are multiple Learning Activities. Each activity is organized around specific standards, and as students make choices about which activities to complete, they can either focus on standards they are struggling to master, or standards they want to explore for the first time. The attached math unit is oriented toward a slightly larger project, and skills are aligned to a four-point rubric (see Section I, question 5 below for more details on the school's rubric-based assessments).

The curriculum development committee (Principal and lead teachers – all teachers, ongoing) will follow this same process to align curriculum for all courses to Common Core and CT State Frameworks standards. This ongoing design process is detailed in Section I, question 3A above.

F. Include the non-academic goals for students that are measurable and consistent with the school's mission and educational philosophy.

As discussed throughout our proposal, Path Academy is committed to preparing students for success in careers and life by drawing from three inter-related fields of practice—career development, education, and youth development. Non-academic skills in these areas will support student mastery of academic skills. Perhaps more importantly, though, they will prepare students for postsecondary success by ensuring that they master life skills that often cause students to struggle in college and career.4 In addition, the particular non-academic skills that Path Academy will expect students to master will support the school's innovative philosophies, which ask students to engage and take responsibility.

---

[1] Common Core State Standards Initiative. 2012. *Key Points*. http://www.corestandards.org/assets/KeyPointsELA.pdf.
[2] Ibid.
[3] Partnership for 21st Century Skills. 2011. *P21 Common Core Toolkit: A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills.*
[4] Our Piece of the Pie. *Pathways through College: Strategies for Improve Community College Student Success.* Working paper March 2013.

Path Academy will provide the necessary programs, services and supports to ensure that students achieve the following non-academic goals:

1) Students will demonstrate mastery of core **social-emotional competencies**
    a. Demonstrated through Thrive curriculum and measures (see below for detailed description)
2) Students will demonstrate mastery of core **career competencies**
    a. Demonstrated through Career Competency Development Training course and Work Readiness Credential assessment (see below for detailed description)
3) Students will demonstrate mastery of critical **21st century non-academic skills** (based on the Partnership for 21st Century Skills)[1]
    a. Demonstrated through continuous internal assessments, in particular, project rubrics (see Appendix I for the four core non-academic learning objectives for Path Academy)
4) Students will be prepared to succeed in **postsecondary placements** (college and career)
    a. Demonstrated through successful participation in youth development activities (e.g. Thrive curriculum)
    b. Demonstrated through successful participation in workforce development activities (e.g. Career Competency Development Training)
    c. Demonstrated through mastery of core social-emotional, career, and 21st century non-academic skills

These goals will be measured through the school's plan for continuous assessments, in particular using Thrive assessments (detailed below), Work Readiness Credential assessments (detailed below), and project rubrics (detailed in Section I, question 5). The school will track these goals through benchmarks on the Performance Framework (see Appendix H). This tool tracks both academic and non-academic goals. All elements of the school will support student progress toward these goals. Continued achievement will be supported through the data driven culture of the school, allowing for continuous and timely feedback from students to teachers and staff.

Some elements of these skills will be measured directly within course assessments, primarily using project rubrics to assess "soft" academic skills (described in the intro to question 3 above). Teachers and Pathways staff will also track student achievement in these areas through the use of the classroom management system, Kickboard. This system has an extensive school culture capacity, which will allow school staff to set measures, with points and triggers assigned to automatically track student progress. Kickboard will also allow school staff and leaders to analyze data on an individual, cohort, and whole-school basis to learn about trends in mastery of non-academic skills. These skills will be translated into school goals, and monitored (along with academic skill goals) by the Board of Directors.

Aside from these management tools, Path Academy's Pathways staff will measure specific youth and workforce development progress using the **Thrive** curriculum assessments (see Appendix J for curricula) and the **Work Readiness Credential** assessment (see Appendix K for sample test questions), respectively, as noted above. These programs are described in more detail below.

Youth Development: Thrive Curriculum

Using the Step-It-Up-2-Thrive program from the Thrive Foundation for Youth, Path Academy's Youth Development Specialists and other Pathways staff will support and measure student youth development progress. The Thrive program motivates youth to achieve personal development goals, and is comprised of four stages[2]:

1) Identify youths' sparks (what drives them)
2) Develop youths' growth mindsets about their abilities/skills
3) Encourage youths' self-reflection about indicators of thriving and risk factors/barriers
4) Build youths' goal management skills

[1] Partnership for 21st Century Skills. 2011. *P21 Common Core Toolkit: A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills.*
[2] Thrive Foundation for Youth: Overview. 2013.

Youth outcomes that are supported and measured include[1]:

- Self-reflection - Youth learn realistic self-reflection skills and how to apply their strengths to challenges and opportunities.
- A Language to Communicate - Youth and mentors develop a common language for framing concepts about thriving.
- A Balanced View of Development - Youth gain a holistic perspective of personal development, balanced with a deep view of specific indicators of thriving.
- Intrinsic Motivation & Learned Skills - Youth develop a vision for their future. They are motivated to learn skills that are indicators of thriving. Their progress is enhanced by the assistance of adult guides trained in research-based techniques.

The Thrive curriculum measures positive youth development through the Positive Youth Development Inventory (PYDI). This collection of 58 likert scale items follow the 5 C's model of youth development[2], measuring: 1) Confidence; 2) Competence; 3) Character; 4) Caring; and 5) Connection. It also adds a sixth C – Contribution. The PYDI has undergone rigorous psychometric testing, which revealed that the items that make it up correspond sufficiently onto the 5 C's model.

Path Academy will use the PYDI to measure positive youth development by administering student assessments. These will consist of rubrics that ask students to rate items that make up the PYDI on a four point scale (strongly disagree, disagree, agree, strongly agree). Their answers will then be converted to a measure of their youth development. These assessments will be administered at intake, and on and ongoing basis, to provide baseline and growth measures.

The Thrive curriculum was chosen for Path Academy due to its proven success with similar at-risk populations. For instance, a 2010 study of a school in California using the Thrive program for summer school, indicated significant student gains for those engaged in the Thrive curriculum. Using a third party evaluator and a study of academic gains in comparison to a peer group not using the Thrive Curriculum, students who were over 50% English Language Learners experienced the following positive outcomes:

- Higher GPA
- More credits accumulated
- Increased proficiency in English
- Increased attendance

Workforce Development: Work Readiness Credential

Path Academy's Career Competency Development Training course and other workforce development services will focus the Work Readiness Credential program, using the associated training materials and assessments. Provided by Houghton Mifflin Harcourt and Steck-Vaughn, the Work Readiness Credential (WRC) trains and assesses participants on core competencies for entry-level jobs. Based on the nationally validated Equipped for the Future Framework, participants are assessed on eight core skills, falling within four key areas:[3]

---

[1] Thrive Foundation for Youth: Resources. 2013.
[2] Lerner, R.M., Lerner, J.V., Alermigi, J.B., Theokas, C., Phelps, E., Gestsdottier, S., et al. (2005). Positive youth development participation in community youth development programs, and community contributions of fifth-grade adolescents: Findings from the first wave of the 4-H student of positive youth development. *Journal of Early Adolescence*, 25, 17-71
[3] Houghton Mifflin Harcourt. Career Pathways. *Work Readiness Credential.* http://www.hmheducation.com/careerpathways/assessments-3.php

EFF Framework	Communication Skills			Decision-Making Skills		Interpersonal Skills		Life-Long Learning Skills
Core Skills	Observe	Listen	Read	Math	Solve Problems	Cooperate	Resolve Conflict	Take Responsibility for Learning
Skills Assessed	Work Readiness Credential							

Students at Path Academy will prepare for the final assessment using two primary sets of tools:

1) Steck-Vaughn Work Skills tools: provides contextualized practice, group learning, and test practice.
2) WIN™ Work Skills Courseware: online learning aligned to National Career Clusters; customizes learning and documents progress; provides real world practice.

Students will then complete the four timed assessment modules:[1]

WRC Modules	Skills Assessed	Time Allotted
Reading Test	Reading with Understanding	45 minutes
Math Test	Using Math to Solve Problems	45 minutes
Situational Judgment Test	Cooperate with Others Resolve Conflict and Negotiate Solve Problems and Make Decisions Observe Critically Take Responsibility for Learning	60 minutes
Active Listening Test	Listening	45 minutes

Students will be expected to perform at an Educational Functioning Level of 4.0 or higher in order to earn the WRC. Once they do, they will earn a national, portable certification of work readiness. (See Appendix K for sample test questions.)

The WRC was chosen for Path Academy due to its heavy basis in research. The WRC is based on two key sets of research. First, it uses core competencies established by Equipped for the Future – an initiative started in 1995 by the National Institute for Literacy. The Equipped for the Future Framework defines the core skills that adults need to possess to be successful in the career and in the community.[2] Second, it uses 10 years of research from the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills as a basis for core competencies assessed. Development and validation of the credential and assessment were also guided by the AERA/APA/NCME Standards for Educational and Psychological Testing and by the Uniform Employee Selection Guidelines adopted by the EEOC, the Civil Service Commission, the U.S. Department of Labor, and the U.S. Department of Justice.[3]

The WRC was also chosen for Path Academy due to its alignment with the overall school model and academic program. Many of the core skills taught and assessed through the WRC tie directly into critical academic skills and core PATH values. For instance, the WRC assesses a student's ability to responsibility for their learning – a key element of the Path Academy model, as evidenced by the core PATH value of Personal Responsibility, and the school's inclusion of students in their educational experience through project-based learning and data analysis (detailed in Section I, question 2D above). Path Academy's charter management organization (CMO), Our Piece of the Pie, is authorized as a testing site for the WRC. This will allow the CMO to provide testing services to Path Academy's students.

---

[1] Ibid.
[2] Equipped for the Future. Fundamentals. http://eff.cls.utk.edu/fundamentals/about.htm.
[3] Work Readiness Credential. Brochure. Distributed by Steck Vaughn Adult Education. http://www.hmheducation.com/careerpathways/pdf/WRC-Brochure-1-12.pdf.

G. Applicants are to provide one sample curriculum unit for English language arts and math for one grade to be served in year one of operation. The following minimum curriculum components are to be included in the unit.

Each unit example includes sections detailing the following information:

- Big Ideas/Key Concepts (course overview, unit overview, project overview)
- Learner Expectations
- Common Core Standards Assessed by the Unit
- Content & Skills
- Learning Activities
- Assessments
- Teaching Strategies
- Embedded Literacy, Numeracy, & Technological Literacy
- Instructional resources

The first unit example is for the Band II English Language Arts class, titled *Remembering, Reflecting, and Re-imagining Ourselves*. Students taking this class will have already built a foundation as a reader and writer, and will now further explore and strengthen these skills while exploring their own lives. The unit detailed is a lead-up to the final project: a digital memoir. This unit asks students to complete portions of the final project (project element assessments), as well as various Learning Activities to help them practice reading and writing.

The second unit example is for the Band III math class, titled *Geometric Foundations: Intro to Urban Planning*. Students taking this class will focus on the Common Core's integrated math standards, practicing and mastering a combination of skills from algebra and geometry. They will primarily do so through a smaller scale project around how to use systems of equations/inequalities and matrices to conduct a land allocation recommendation.

Both unit examples are presented below.

Band Level	**II – Self Exploration**
Course Name	**Remembering, Reflecting and Re-Imagining Ourselves**
Unit Name	**Memoir: Part 1**

Big Ideas/Key Concepts

Course Description

Band II students will launch their Language Arts journey by reading, writing, and discussing the different aspects of their complex identities as young adults. Throughout the year, students will engage in a series of self-discovery projects that encourage them to remember, reflect, and then re-imagine themselves. Student projects will reflect an understanding of how their past has shaped their present, while also identifying ways they hope to move their lives forward. They will read and become familiar with multiple genres that explore themes of identity and transformation, including novels, memoirs, poetry, nonfiction and dramatic performance. The course design is a genre study, which includes extensive reading in one genre at a time, using particular mentor texts to support their writing in each genre. For example, students will read a diverse array of memoirs such as The Color of Water by James McBride, Woman Hollering Creek by Sandra Cisneros, and The Absolutely True Diary of a Part-Time Indian by Sherman Alexie. The culminating project will be a digital memoir, where students will write spontaneous monologues, narratives about saying good-bye, or about a significant influence. Students will quickly immerse themselves in digital writing technology, and use software programs that enhance the design and production of their work. In addition, students will work on two Edgenuity courses -- Language Arts 9 and IDEA Writing -- which will give them personalized instructional pathways, based on their strengths and weaknesses. In addition, due to the nature of the school's target population, teachers will incorporate specific, research-based vocabulary and literacy support activities for struggling readers and writers into direct instruction time.

Unit Description

This unit comprises the first portion of the digital memoir project. During this time, students will begin to compile elements that they will eventually incorporate into their digital memoirs. As a lower Band Level course, students will require a fair amount of teacher support.

This unit will focus students on the driving question: **how can writing be used to convey the impact of life experiences on shaping the present and future of an individual?** Other central purposes include:

1. Introduce students to the genre of Memoir.
2. Provide students with scaffolded access to great, challenging mentor texts, texts that are found in the high school and college curriculum.
3. Learn the writing process.
4. Significantly improve students' writing.
5. Make writing a habit and practice.
6. Make reading a habit and practice.

This unit is all about using student stories and the stories of great memoirists to strengthen students' reading and writing skills. They should participate in many activities designed to help them to recall significant memories, to write about them, and to connect them with one another. There are 20 different memoir excerpts available to students to read and listen to in this unit. There are memoirs about teenage life and adulthood, living in different cultures, about being straight and gay, male and female. There are memoirs that focus on small moments and big events.

Project Description

In an interview, Sherman Alexie, author of The Absolutely True Diary of a Part-time Indian, states that "Every novel is about identity." He goes on to quote Salman Rushdie who said, "There are two stories: the story of home and the story of leaving home. That's all that exists in the world."

We all have our story of home. We bring who we are – our history, our way of being in relationship to other people, our strengths, and our fears to every new life experience. However, with every new life experience comes an opportunity, a chance to see ourselves in a new light and reimagine what life could be. This doesn't mean we forget our past because we cannot; it is a part of who we are forever. Growing up and moving forward in life is about what we do at that crossroads between home and leaving home. It is about how we take that leap into new experiences.

Sherman Alexie's young adult novel, The Absolutely True Diary is about this leap. The novel is fictional memoir, and centers around the critical decision Alexie made at a young age to attend a school outside of the Native American reservation. In the voice of an honest and vulnerable young male protagonist, we witness all the challenging moments that come from one major turning point. It is through that turning point that the protagonist learns more about himself, his culture, and his family history. He understands his past in a new and deeper way. At the same time he reimagines himself. He somehow finds the bravery to confront his fears and actually come to learn that he is capable of achieving his dreams. How have Junior's life experiences shaped his identity? What parts of his identity are in tension with one another and how does he work to reconcile this tension?

You may be at a crossroads in your life, joining Path Academy and taking a leap into a new kind of school experience. What experiences have led you to this point? What life experiences have shaped who you are and who you envision becoming? In particular, which one person has impacted your life in a significant way? What is the story of this impact? In this project, you will need to convey these experiences and impacts through writing. How will you do this? How will you express your identity through various media to your peers?

Learner Expectations

College and professional success is all about reading and writing…quickly, easily, and effectively. It takes a lot of practice to become a strong reader and writer…neither skill comes easily to most of us. We have to work at it, constantly. But, once the skills are developed, they can be used again and again. This unit is aimed at helping students strengthen reading and writing skills, while at the same time engaging in self-exploration. Students will be expected to demonstrate mastery of the following skills, aligned with Bloom's standards[1]:

SKILLS	BLOOM'S LEVEL
Describe personal life events through multiple methods/media.	2
Pose questions and actively incorporate others into a discussion, while clarifying, verifying, or challenging ideas.	5
Develop ideas and plan writing.	6
Analyze non-fiction text to identify purpose.	4
Create writing using repeated phrases.	6
Synthesize conceptions of personal character and define in writing.	6
Draft, revise, and rewrite material.	3
Use technology to express a story.	6
Ask questions about nonfiction text.	2
Compare works of nonfiction.	4
Evaluate themes in writing.	5
Demonstrate command of grammar usage, and conventions of standard English.	3

Students will demonstrate mastery of these skills through completion of classroom activities and project elements (described in the Assessment section below). In particular, the project elements will ask to students to:

1) **Describe** an important person;

[1] Overbaugh, R.C., Schultz, L. Old Dominion University.

2) **Develop** a personal story and;
3) **Create** an audio recording, expressing a story.

Common Core Standards Assessed by this Unit

Standard #	Standard
8.W.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
9-10.W.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
9-10.W.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
9-10.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
9-10.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
9-10.SL.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
9-10.SL.6	Adapt speech to a variety of contents and tasks, demonstrating command of formal English when indicated or appropriate.
9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9-10.L.2.a	Use parallel structure.
9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RI.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
9-10.RI.10	Read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content & Skills

Students' content and skill acquisition (based on the skills and Common Core standards listed above) will be paced according to the following chart. Students will acquire content and skills through the Learning Activities (see section below); they will be assessed through multiple methods (see Assessment section below).

	Learning Goal/Objective	Relevant Mentor Texts	Performance
Week 1: Intro to the Genre	By the end of the study of Intro to the Genre, students will be able to use a Writer's Notebook effectively to develop ideas and plan writing. They will be able to analyze written memoirs to identify the likely purpose behind them.	• *Incidents in the Life of a Slave Girl*, by Harriet Ann Jacobs • *A Summer Life*, by Gary Soto • *Finding Fish*, by Antwone Fisher • *I Know Why The Caged Bird Sings*, by Maya Angelou • *West With The Night*, by Beryl Markham	Learning Activities: 1-5
Week 2: Finding Memories	By the end of the study of Finding Memories, students will be able to identify and develop important life memories in their writing, and they will be able to complete the early brainstorming stages of the writing process in their notebook. They will be able to create a piece of writing using a style of repeated phrases.	• *Looking Back*, by Lois Lowry • *Angela's Ashes*, by Frank McCourt • *The Color of Water*, by James McBride • *How to Be Black*, by Baratunde Thurston • *Naked*, by David Sedaris	Learning Activities: 6-8 Project 1
Week 3: Who am I?	By the end of the Who Am I? study, students will be able to identify and develop a range of conceptions of who they are, and they will be able to synthesize these various conceptions in order to define their character in their memoir. They will be able to use their Writer's Notebook to record and expand ideas of who they are. They will be able to read and analyze examples of memoirs.	• *Dust Tracks on the Road*, by Zora Neale Huston • *Bad Boy*, by Walter Dean Myers • "All-Ball," by Mary Pope Osborne • *The Story of My Life*, by Helen Keller • "Everything Will Be OK," by James Howe	Learning Activities: 10-12 Project 2

Learning Activities

This unit provides an abundance of memoirs for students to explore, both in their own independent reading and through the more structured Mentor Text activities. We consider the texts "Mentor" because they were specifically selected on the merits of what they can teach students that will help them understand the genre, gain ideas for their own memoir, AND gain a significant amount of cultural capital, as they learn about people from all walks of life, and moments in history (see mentor texts in Content & Skills section above).

In addition to reading mentor texts, students will complete the following Learning Activities as part of their work toward completing their project (following the school's project-based learning method). These activities will allow them to practice and master crucial reading and writing skills, and complete portions of their final digital memoir project. Students will primarily work individually to complete the activities listed below, using computer-based education programs and/or resources as distributed by the teacher.

	Learning Activities	Standards
1	**Photo-Writing:** Use a photo as the basis for a description of an event in your life.	9-10.W.3, 9-10.W.3.d, 9-10.W.3.b
2	**Object-Writing:** Use an important object as the basis for a description of an important event, feeling, or experience in your life.	9-10.W.3, 9-10.W.3.d, 9-

		10.W.3.b
3	**Family Interview:** Interview a family member about yourself.	9-10.SL.1c
4	**Memory Drawing:** Draw or paint an image of one of your memories.	**n/a**
5	**"I remember" Writing:** Create a piece of writing using the repeated phrase "I remember."	9-10.W.3, 9-10.W.3.d, 9-10.W.3.b
6	**Revising an Entry from the Writer's Notebook:** Choose one of the entries you've written and revise it attending to purpose, elaboration/elimination, organization and clarification, grammar and punctuation.	9-10.W. 4, 9-10.W.5, 9-10.W.10, 9-10.L.1, 9-10.L.2.a
7	**"I carry" Writing:** Create a piece of writing using the repeated phrase "I carry."	9-10.W.3, 9-10.W.3.d, 9-10.W.3.b
8	**"I" prompt**: Write about yourself beginning every sentence with "I…"	9-10.W.3, 9-10.W.3.d, 9-10.W.3.b
9	**Self Portrait:** Complete a self-portrait.	**n/a**
10	**Photo-Tour**: Use photos to remember and write about moments in your life.	9-10.W.3, 9-10.W.3.d, 9-10.W.3.b
11	**Landscape:** Draw or paint a landscape that has been important in your life.	**n/a**
12	**Pivotal Moments:** Describe a moment when your life "pivoted"—changed direction--never to be the same again.	9-10.W.3, 9-10.W.3.d, 9-10.W.3.b

Assessments

Students will be assessed using multiple tools from several resources. All assessments will be aligned with a 4-point rubric, to determine student proficiency on key skills:

1) Beginning
2) Emerging
3) Proficient
4) Advanced

There are several college preparatory performances in this course, all of which are required. The course's final project is a digital memoir, and students will work on it for quite some time, making refinements and revisions using the writing process. In this unit, students will undertake assignments that will eventually be included in this digital memoir, and will ask them to demonstrate progress on reading, writing, and technology skills.

Students will receive feedback on each element before a final submission. As students will be developing their skills, scores of 1s and 2s will be expected in the beginning, but all students must receive an overall 3 (proficient) in order to have mastered these skills (allowing them to move on).

	Project Element Assessments
1	**Important Person Description:** A description of a person who is important to students.
2	**Audio-recording of personal story:** An audio recording of students telling a favorite personal story, modeled after the stories students will hear on the radio shows The Moth and StoryCorps.

You should use the following rubric to assess student project elements (for both drafts and revised submissions):

	Beginning - 1	Emerging - 2	Proficient - 3	Advanced - 4
Mastery of Knowledge	- Appropriate use of grammar, capitalization, punctuation, and spelling was rarely demonstrated through project elements. - Few narrative techniques (dialogue, pacing, description, and reflection) were used; some were used inappropriately. - Written and spoken stories were not well developed and showed little evidence of planning.	- Appropriate use of grammar, capitalization, punctuation, and spelling was sometimes demonstrated through project elements. - Some narrative techniques (dialogue, pacing, description, and reflection) were appropriately used. - Written and spoken stories were developed and showed evidence of some planning.	- Appropriate use of grammar, capitalization, punctuation, and spelling was demonstrated throughout most project elements. - Most narrative techniques (dialogue, pacing, description, and reflection) were appropriately used. - Written and spoken stories were well developed and showed evidence of planning.	- Appropriate use of grammar, capitalization, punctuation, and spelling was demonstrated throughout project elements. - Narrative techniques (dialogue, pacing, description, and reflection) were all appropriately used. - Written and spoken stories were well developed and showed evidence of extensive planning.
Application of Knowledge	- Writing was not strengthened through revision, editing, and rewriting. - Narrative techniques did not evidently develop experiences/characters.	- Writing somewhat strengthened through revision, editing, and rewriting. - Narrative techniques were sometimes used to develop experiences/characters.	- Writing was strengthened through revision, editing, and rewriting. - Narrative techniques were used to develop experiences/characters.	- Writing was significantly strengthened through revision, editing, and rewriting. - Narrative techniques were clearly used to develop experiences/characters.
Accountability (non-academic objective)	- Project elements were not turned in on time. - Materials were not presented in a professional manner. - Project elements did not address most skills.	- Project elements were turned in slightly late (same day). - Materials were mostly presented in a professional manner. - Project elements addressed most skills and reflected a lot of work.	- Project elements were turned in on time. - Materials were presented in a professional manner. - Project elements clearly addressed most skills and reflected considerable work.	- Project elements were turned in on time. - Materials were presented in a professional manner. - Project elements clearly addressed all writing and communication skills and reflected considerable work.
Effective Communication (academic objective)	- Rare appropriate use of formal English hindered understanding of the story. - Project elements did not convey clear pictures of the experience/person. - Audio recording was not easy to understand.	- Sometimes appropriate use of formal English sometimes hindered understanding of the story. - Project elements conveyed somewhat clear pictures of the experience/person. - Audio recording was completed and generally easy to understand.	- Mostly appropriate use of formal English did not hinder understanding of the story. - Project elements conveyed clear pictures of the experience/person. - Audio recording was well executed and easy to understand.	- Appropriate use of formal English led to a clear understanding of the story. - Project elements conveyed vivid pictures of the experience/person. - Audio recording was professionally executed and easy to understand.
Technological Literacy (academic objective)	- Technology was used communicate information about a personal story, but was poorly organized and ineffective. - Technology was not used for important person description.	- Technology was used to organize and communicate information about a personal story. - Technology was used for important person description.	- Technology was used to organize and communicate information creatively about a personal story. - Technology was well used for important person description.	- Technology was used to organize and communicate information effectively and creatively about a personal story. - Technology was effectively used for important person description.

Formative assessments will also be used throughout the weeks to track student progress toward these four major assessment sections. In the case of this unit, many of the ongoing formative assessments of student progress will be the Learning Activities detailed in the previous section. These performance examples will also be assessed by rubric, targeting the standards associated with each, per the chart in the section above. In addition, students will engage in independent reading and free-writing. Independent reading will allow students to practice reading at their current level of literacy. The course also provides intense focus on each stage of each stage of the writing process: brainstorming, organizing, structuring, drafting, revising, and publishing.

Independent Reading & Reader's Notebook
• Students will read independently on a daily basis (keep track on a chart citing Mentor Text and time).
• 8 thoughtful responses to the Memoir students are reading independently in Reader's Notebook (use Independent Reading Response Ideas document as a source).
• 10 responses to the Mentor Texts students are reading and listening to in Reader's Notebook.

Free-Writing & Writer's Notebook
• 8 free-writing entries in Writer's Notebook.
• 10 reflections about the various writing activities students are engaged in.

Assessment of the Notebooks: Much of what's in the Reader's and Writer's Notebooks can be assessed by spot checks and conferences (see below for a discussion on conferences) with students. However, at least 10 of the reflections (total) should be assessed using a rubric (see an example below), because they will provide you and the students with the opportunity to assess student's capacity to respond to literature in meaningful ways.

Not all standards should be assessed in each entry. The scaffolding for reading at this level are the mp3/audio versions of texts. In addition, students will have the opportunity to select the texts they will listen to and read, allowing them to select texts that fit their skill level and interest. By the end of the course, students should receive a 3 on the rubric, but not all of their entries must by a 3 in order to achieve mastery: the goal is for them to be learning how to write analytic entries. This will take time for many of the students. Beginning the course with 1s or 2s is legitimate…ending it with less than 3's is not.

	Beginning - 1	**Emerging - 2**	**Proficient - 3**	**Advanced - 4**
Mastery of Knowledge	- 4 or fewer complete exercises in each notebook. - 5 or fewer complete reflections in each Notebook. - Entries demonstrate little or no comprehension of mentor texts. - Entries demonstrate limited ability to determine an author's point of view. - Entries draw no comparisons between mentor texts.	- 5-7 complete exercises in each notebook. - 6-9 complete reflections in each Notebook. - Entries demonstrate comprehension of some mentor texts. - Entries demonstrate some ability to determine an author's point of view. - Entries draw limited comparisons between mentor texts.	- 8 complete exercises in each notebook. - 10 complete reflections in each Notebook. - Entries demonstrate general comprehension of mentor texts. - Entries demonstrate an ability to determine an author's point of view. - Entries draw comparisons between mentor texts.	- More than 8 complete exercises in each notebook. - More than 10 complete reflections in each Notebook. - Entries clearly demonstrate comprehension of mentor texts. - Entries demonstrate a well-honed ability to determine an author's point of view. - Entries draw clear comparisons between mentor texts.
Application of Knowledge	- Entries demonstrate a limited understanding of central ideas of texts through description. - Entries show no analysis of how authors unfold a series of ideas or events. - Entries ask no questions about the texts.	- Entries demonstrate some understanding of central ideas of texts through description. - Entries show limited analysis of how authors unfold a series of ideas or events. - Entries ask some questions with limited evidence of analysis about the texts.	- Entries demonstrate an understanding of central ideas of texts through description. - Entries show some analysis of how authors unfold a series of ideas or events. - Entries ask some and analytical questions about the texts.	- Entries demonstrate a clear and deep understanding of central ideas of texts through description. - Entries show clear analysis of how authors unfold a series of ideas or events. - Entries ask multiple detailed and analytical questions about the texts.
Effective Communication (academic objective)	- Rare appropriate use of formal English hinders understanding of most entries. - Free-writing entries show limited organization, planning, and structure.	- Sometimes appropriate use of formal English sometimes hinders understanding of some entries. - Free-writing entries show some organization, planning, and structure.	- Mostly appropriate use of formal English does not hinder a clear understanding of entries. - Free-writing entries show organization, planning, and structure.	- Appropriate use of formal English provides a clear understanding of all entries. - Free-writing entries show clear organization, planning, and structure.

Computer-Based Activities
• Edgenuity ELA 9 - Communication, 21st Century Skills, Grammar, & Writing Practices & Quiz
• Edgenuity ELA 9 – Art of Expression, Reading Strategies Practices & Quiz
• Edgenuity ELA 9 – Style Expression, Voice/Tone Practices & Quiz
• Edgenuity ELA 9 - Expository Analysis, Locating Information Practices & Quiz
• Edgenuity IDEA Writing – Revising/Editing Practices & Quiz
• Edgenuity IDEA Writing – Sentence Structure & Grammar Quiz
• Edgenuity IDEA Writing – Design, Clarity, & Voice Practices & Quiz

In terms of formal grading, students will be given report cards at the end of each trimester that represent a composite picture of how they are doing. This grade is NOT an average of graded assignments because Path Academy wants to capture growth toward proficiency. So while students would receive a grade of 1-4 for each course, the final grade number is weighted toward later scores as is the final grade for the course. The grade will be a composite of scores on rubrics and learning activities, as described above, as well as scores on computer-based activities that use more traditional grading scales. For instance, Edgenuity grades on a 100 point scale. This will be converted to the 1 – 4 point scale (e.g. 100% is a 4, 75% is a 3, etc.).

Teaching Strategies

Overview

This course is a reading and writing intensive course designed to support students in making dramatic gains in their reading comprehension and analytic skills, while also providing them with highly scaffolding writing activities that will allow them to develop strong writing habits, as well as a clear personal style and craft. To this end, as students move through this unit, here are some of the literacy strategies you will be teaching:

- To determine what's important in a non-fiction text
- To ask important questions about a text
- To make inferences about an author's purpose and message
- To compare and analyze the works of several authors
- To free-write
- To look for themes and patterns in their own writing
- To revise their writing
- To focus their writing around key messages
- To find their voice in writing

In addition, you should incorporate reading strategies, ensuring that students practice and master skills that will help them succeed in all content areas:

- Strategies to use when encountering new words
- Strategies to connect new knowledge to existing knowledge to make personal meaning
- Strategies to be able to think ahead and predict what may be coming next
- Strategies on how to evaluate their own understanding of what they have read
- Strategies to be able to create images of what they are reading
- Strategies to summarize what they have read and learned
- Strategies to use textual clues, visuals and text organization to increase understanding
- Strategies to have an actual plan for how to approach a reading task

You will be exercising the Framework for Effective Instruction (see the Instructional Resources section below for a manual) for daily classroom activities. Each classroom lesson will start with an overview that provides students with the following information:

1) **Big ideas.** A scenario to get students thinking about real world applications of the concepts they will learn. Have students work in pairs or groups so they can discuss their problem solving.
2) **Lesson Objective:** What students will learn and be able to do by the end of the lesson.
3) **Common Core Learning Targets:** Core standards the lesson addresses
4) **Lesson Activities:** Gives students a quick glance of the kinds of activities they will be doing throughout a lesson.
5) **Learning Activities:** Gives students a description of how they will be assessed on what they've learned from the lesson.

In this course, there are several types of formative assessments/learning activities, ranging from synthesis of information (see Learning Activities in the preceding section) to reflection (see Notebooks in the preceding section) to traditional quizzes (see Computer-Based Activities in the preceding section). Students will need to see exemplars of what high quality reflections look like. The more you outline the criteria of a strong reflection, model what this looks like, and show student exemplars, the more meaningful their reflections will be.

Teacher/Student Conferences: You will find that conferences with individual students are an essential part of this course. We are strongly recommending that you undertake 2 conferences with each student each week (if at all possible):

- One that focuses on what the students are reading, what they think about the texts, their wonderings, and their interests…as well as their Reader's Notebook: what are they writing about? Does it really reflect their thinking? How can their thinking be pushed to a higher/deeper level?
- The second focuses on what students are writing, both in their Writer's Notebook and for their Small Scale Performances: what are they working on in their writing? What techniques would be helpful for them to learn? What are they doing well and what are their gaps? What is the next step in their development as a writer?

Ultimately, students of any writing level can participate in this course, as all of the assignments are open-ended, assuming students will do their best on them and improve from wherever they begin as writers. Because the course requires so much reading and writing, we recommend a blend of whole class and independently paced work, as it will allow students to experience variation from day to day.

For example, in Week 1, the whole class might participate in the opening activities, that introduce students to the genre and the details of the course. These activities might take a couple of days, or they might be spread across several days, mixing in the set-up of the Reader's and Writer's Notebooks, selection of an Independent Reading Book, and learning to Free-Write.

In the ensuing weeks, Mondays might be a day when the class might begin working on one of the Learning Activities--all of the performances begin with a Lesson Launch that includes modeling, they then move into an Investigation period, and close with Synthesis activities that often require writing in the Reader's and Writer's Notebooks. Perhaps Thursday will be the day that you begin working with students on a 2nd required Small Scale Performance.

On Tuesday, Wednesday and Friday, students would have the opportunity to read their Memoir, listen to required mentor texts, undertake an additional 2 Learning Activities, and write in their journals. On these days, you can conference with students, facilitate mini-lessons on topics the students are struggling with (maybe five students don't know how to use quotation marks when they write dialogue, or 7 students aren't sure what symbolism is). As you confer with students you will learn where the gaps in their knowledge are and can plan mini-lessons to address these specific gaps—students can meet you at a table in the room, while the rest of the students keep working on their assignments. Then, disband these students and continue moving around the room, working with all of the students and learning what you need to prepare next.

Differentiating Instruction to Support Learner at Different Levels

The Framework for Effective Instruction (FEI) instructional method is research-based and proven to improve student achievement for many groups of students, including struggling learners, advanced learners, English Language Learners, and students requiring special education.[1] The three step model (launch – investigation – synthesis) allow students at all levels of learning to practice and apply skills. The physical space at the school will support this, as classrooms are outfitted with mobile learning stations, and the Learning Lab with group learning stations and laptops.

You may also use Intervention/Acceleration periods to work with groups of similarly paced students on specific content and skills. This could be used to support struggling students or provide additional content for advanced learners. This could also be used to provide English Language Learners with content-specific language acquisition supports, or students requiring special education with supports specifically aimed at achieving IEP goals.

Additionally, students may work on specifically tailored reading and writing supports through Edgenuity, Wilson Reading Trainer, and online grammar boost programs (listed in the Instructional Resources section below). Reader's and Writer's Notebooks will also give you a clear picture of how students are progressing on basic reading and writing skills. You may differentiate instruction by choosing different mentor texts for readers at different levels.

Embedded Literacy, Numeracy and Technological Literacy

Literacy skills targeted in this unit will include: reading, writing, listening, speaking, viewing, and presenting. You should assist students during classroom activities, provide feedback on benchmark assessments, assign appropriate literacy supports through Edgenuity, Wilson Reading Trainer, and other computer-based resources. Students will demonstrate mastery of these skills through classroom activities (Reader's/Writer's Notebook), learning activities (family interview; pivotal moment description) and project elements (important person description; audio recording of a story).

Technology will augment learning in all courses. You should require students to use technology-based content acquisition tools:

- Edgenuity
- Wilson Reading Trainer

There is one additional element that could prove helpful in this course: an on-line grammar module. Many of our students struggle with grammar and punctuation. This course is potentially a great opportunity for students to take an online booster when they need a break from reading and writing. Students will primarily use grammar tools in Edgenuity. There are also a number of booster's available, some free, some not. There are a few links of programs you can review if this is something you would like to integrate into the course (see Instructional Resources section below).

You should also require students to use technology-based application to demonstrate learing. There are a series of short tutorials on the web tools students will use: Glogster, Padlet, and Springnote. Make sure you are familiar with these tools and can help students with them. You may want to create exemplars of your own to model how students can use these applications. Students should also explore using the internet to find, identify, and use resources.

- How to keep an on-line notebook or journal
- How to use Glogster[2], Voicethread[3], audio-recording software[4] and Shelfari[5]

---

[1] Rudenstine, A. & Gitelman, L. New York City Department of Education. Office of Multiple Pathways to Graduation. *A Professional Learning Path to Rigorous and Relevant Instruction: Key Lessons from the Transfer School Institute;* reDesign. 2007. *A Framework for Effective Instruction.*
[2] Students will use this tool to create in interactive online "poster" of an independent reading book.
[3] Students will explore a narrated slide presentation on VoiceThread.
[4] Tape-a-Talk Voice Recorder/Easy Voice Recorder: students will make an audio recording of one of their stories.
[5] Shelfari is an online community at which members recommend and review books. Students will use Shelfari to review their first independent reading book.

- How to find images easily
- How to identify and listen to audio recordings on sites such as NPR

Instructional Resources

In order to be most prepared to teach this course, we recommend that you explore some or all of the following resources. These resources will help you to understand the philosophy behind Writer's Workshop, as well as to acquire practical strategies for implementing Writer's Workshop effectively in your classroom.

1) Edgenuity – *Language Arts 9*
2) Edgenuity – *IDEA Writing*
3) *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning—And Triumph Over Tests*, by Katherine Bomer
4) *Writing Workshop: The Essential Guide, by Ralph Fletcher and JoAnn Portalupi*
5) *Teaching Writing to Adolescents*, by Kelly Gallagher
6) *Assessing Writing, and How's it Going?*, by Carl Anderson
7) *Conferring*, by Patrick Allen
8) Every Child a Reader & Writer - The Noyce Foundation
   http://www.noycefdn.org/ecrwresources.php
9) Framework for Effective Instruction – Anatomy of a Lesson
10) Wilson Reading Trainer
11) Grammar Boost Tools

Merit Software: Grammar Fitness
http://www.meritsoftware.com/software/grammar_fitness/

English Grammar 101
http://englishgrammar101.com/

Learn English – Tell Me More English
http://store.tellmemore.com/Learn-English-with-TELL-ME-MORE-English-s/102.htm

Tap to Learn Grammar App (Apple App Store)
https://itunes.apple.com/us/app/grammar-app-by-tap-to-learn/id377188655?mt=8

Grammar Monster
http://www.grammar-monster.com/

Grammar Refresher – Universal Class
http://www.universalclass.com/i/course/grammar-refresher.htm

Band Level	**III – Community Exploration**
Course Name	**Integrated Math II : Intro to Urban Planning**
Unit Name	**Greenbacks or Greenspace: Decisions about Windham's Land Use**

Big Ideas/Key Concepts

Course Description

Intro to Urban Planning engages students in the kind of complex decision-making processes that architects and urban planners face in their careers. Adapted from the Common Core Integrated Mathematics II course, students focus on six core content areas that enrich their understanding of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships. The course builds on students' previous learning by integrating Algebra and Geometry and applying their learning in new contexts. Throughout the year, students participate in smaller projects that prepare for a final project that connects to Band Level III's year-long theme, community exploration. In collaborative teams, students will build a site plan for a local state-of-the-art high school. The site plan requires in-depth understanding of all the concepts and skills learned during the course. Throughout the year, students will complete smaller projects that include the different types of performances required for the site plan: scale models, proposals, and floor plans.

The common core authors created an alternative pathway for implementing the standards called *Integrated Mathematics*. The program's design integrates Algebra, Geometry, and other mathematical subjects that have traditionally been taught separately. The purpose of the curriculum is to expose students to how real professionals use math in their careers.[1]

Unit Description

This unit, *Greenbacks or Greenspace: Decisions about Windham's Land Use*[2], will take place toward the end of the course. Therefore, students will receive less direct support from the teacher, building toward a more autonomously completed course project in the final module. This unit makes use of a smaller scale project to work with students on skill acquisition that they will need in order to complete later projects. *Greenbacks or Greenspace* will use a small project around creating a land allocation plan to teach students about: systems of equations, systems of inequalities, and matrices. This will include many techniques for working with each tool (e.g. how to add and multiply matrices; how a system of equations is translated into a matrix). These skills will later be translated into the larger final project – building a site plan for a local state-of-the-art high school.

The entire unit will be based around the completion of the project, with students focused on the driving question: **how can mathematical modeling be used to determine how land should be used?** Other essential questions will include: how can equations be used to describe relationships? And why are matrices useful? The project will target all of the standards listed in the Common Core Standards section below. The *Greenbacks or Greenspace* project asks students to use matrices and linear algebra to develop a recommendation for the mayor of Windham of how to best use 550 acres of abandoned land for both recreation and development. Recommendations must adhere to constraints and minimize improvement costs given by the city council for each type of land use.

Project Description

The Windham Airport has recently closed, and donated 300 acres of land to the Town of Windham, with no restrictions. The Walmart and Sears stores across the street have also closed down, after Willimantic's downtown rallied community members to support local businesses, instead. In a show of support for the community, the corporations donated 100 acres of land to Windham, also with no restriction. Finally, the businesses to the Northeast

---

[1] Common Core State Standards Initiative. 2012.
[2] Modeled after project from Envisions Schools Project Exchange. Lundin, Stephanie. 2006. *Greenbacks or Greenspace: Decisions about San Francisco Land Use.* This project used Integrated Math Program's "Meadows or Malls" final project as a model.

of the airport moved into downtown Willimantic when the revival took hold, capitalizing on all of the new patrons in the area. This 150 acres of land has remained unused, but still property of Windham, also with no restrictions.

This freedom with 550 acres gives Windham many options…but also opens the door for many opinions from community members. Most people have come down on one of two sides. The first group wants to use the space for development – businesses, stores, and housing. The second group wants to use the land for recreation – parks, picnic areas, and walking trails.

After many Town Council meetings and much debate, Council members agreed to split the land: at least 300 acres should be reserved for development. Small businesses in Willimantic's downtown were thrilled, as this new development would allow them to expand into a new part of town. Council members also agreed to a few more terms, taking into consideration the difference in land quality, as the Airport land backs up to the Willimantic Reservoir. The compromise said that, at most, 200 acres of the Airport and local business land could go to recreation. In addition, the amount of local business land used for recreation and the amount of Airport land used for development had to total exactly 100 acres.

The city manager made a chart of costs for both development and recreation for each of the land plots. The Town of Windham wants to keep its costs to a minimum, since they have only just made a comeback with the success of the Willimantic downtown.

Land	**Improvement costs per acre for recreation**	**Improvement costs per acre for development**
Windham Airport	$50	$500
Walmart/Sears	$200	$2000
Local Business	$100	$1000

The city manager and Mayor are now working to decide how to split the land so that the cost to the town is minimized, but the conditions agreed on by the Council are upheld. He has asked for the students' expertise in determining the best way to do this!

Learner Expectations

This unit explores linear algebra and matrices through the *Greenbacks or Greenspace* project[1]. Students will be expected to demonstrate mastery of the following skills, aligned with Bloom's standards[2]:

SKILLS	**BLOOM'S LEVEL**
Solve a system of equations in 3 variables using substitution and elimination methods	2
Create equations that describe relationships	6
Solve systems of equations	3
Determine the feasible region for a system of inequalities in 3 variables	4
Identify the parts of a matrix	1
Analyze how a system of equations is translated into a matrix	4
Explain why using matrices can be more efficient than substitution or elimination	2
Illustrate how to add and multiply matrices	3
Find the inverse of a matrix and why that is helpful	3

[1] In a previous unit students will have learned how to solve a system of equations in 2 variables using substitution and elimination; and how to determine the feasible region for a system of inequalities in 2 variables.
[2] Overbaugh, R.C., Schultz, L. Old Dominion University.

Input and multiply matrices onto a calculator	3
Model with mathematics	3
Evaluate which mathematical tools to use to solve urban planning problems	5

Students will demonstrate mastery of these skills through completion of a final project (described in detail in the previous Big Ideas section). This project will ask to students to:

1) **Develop** a land allocation plan by applying their knowledge of systems and matrices;
2) **Defend** the feasibility of their plan and how it meets the needs of the community and;
3) **Explain** mathematical modeling used to develop the plan.

Common Core Standards Assessed by this Unit

Standard #	Standard
N-VM.C.6	Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
N-VM.C.7	Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
N-VM.C.8	Add, subtract, and multiply matrices of appropriate dimensions.
N-VM.C.9	Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
N-VM.C.10	Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
N-VM.C.11	Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
A-CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A-CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
A-REI.8	Represent a system of linear equations as a single matrix equation in a vector variable.
A-REI.9	Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).
SMP.1	Make sense of problems and persevere in solving them.
SMP.2	Reason abstractly and quantitatively
SMP.4	Model with mathematics
SMP.5	Use appropriate tools strategically
SMP.7	Look for and make use of structure

Content & Skills

Students' content and skill acquisition (based on the skills and Common Core standards listed above) will be paced according to the following chart. Students will acquire content and skills through the Learning Activities (see section below); they will be assessed through multiple methods (see Assessment section below).

	Activities	Resources
Week 1: Three Variable Linear Systems	Equations, Points, Lines, and Planes (Interactive Mathematics Program Year 3) • What Do They Have in Common? • Trying Out Triples • More Cookies • Just the Plane Facts	• Pages 177 – 191 IMP 3 • Online 3D Equation Grapher • Edgenuity *Geometry* – Points, Lines & Planes unit • Khan Academy – *Super Yoga Plans – Plotting Points*
Week 2: Three-Variable Linear Programming	More Cookies and Equations, Equations, Equations (Interactive Mathematics Program Year 3) • The "More Cookies" Region and Strategy • Finishing Off the Cookies • Elimination in Three Variables • More Equation Eliminations • Ming's New Maneuver	• Pages 196 – 197, 205-206, and 208 • Edgenuity *Algebra II* – Solving Rational Equations and Inequalities unit
Week 3: Matrices and Linear Programming	Saved by the Matrices! (Interactive Mathematics Program Year 3) • Matrix Basics • Inventing an Algebra • Matrices in the Oven • Fresh Ingredients • Calculators to the Rescue	• Pages 222 -226, 231-236 • Graphing Calculators • Khan Academy – *Matrix Videos/Exercises* (see resources section for specific videos)
Week 4: Linear Programming and the Unit Problem	Saved by the Matrices! continued (Interactive Mathematics Program Year 3) and the Unit Problem • Back and Forth • Finding an Inverse • Inverses and Equations • Solving and Explaining the Unit Problem	• Pages 238 – 244 • Unit Problem • Khan Academy – *Matrix Videos/Exercises* (see resources section for specific videos)

Learning Activities

Students will complete the following Learning Activities as part of their work toward completing their project (following the school's project-based learning method). These activities will allow them to practice and master the skills necessary to complete the project (described in detail in the Assessment section below). Students will work in small groups, pairs, or individually to complete the activities listed below, using computer-based education programs, technological tools (e.g. graphing calculators), and/or resources as distributed by the teacher.

	Learning Activities	Standards
1	**The Three-Dimensional Coordinate System:** Extend the two-dimensional system into a third axis, using a graphing calculator.	A-CED.2, SMP.1, SMP.2, SMP.7
2	**Points, Lines and Planes in the Three-Dimensional Coordinate System:** Explore the possibilities for intersection in three-dimensions, using Edgenuity.	A-CED.2, SMP.1, SMP.2, SMP.7
3	**Graphing 3-Variable Linear Equations:** Compare graphs of 2- and 3-variable linear equations, using a graphing calculator.	A-CED.2, SMP.1, SMP.7
4	**Representing Real World Situations in 3-Variable Linear Equations and Inequalities:** Represent and analyze linear relationships involving three variables using equations and inequalities (small groups).	A-CED.3, SMP.1, SMP.4
5	**Graphing Real World Situations in 3-Variable Linear Equations and Inequalities:** Graphically represent and analyze linear relationships involving three variables (use a graphing calculator).	A-CED.2, SMP.1, SMP.4

6	**Solving Linear Systems with 3 Variables Using Elimination:** Extend the elimination method used to solve two-variable linear systems (small group).	A-CED.3, SMP.1, SMP.2, SMP.7
7	**Guessing and Checking to Solve a Linear Programming Problem:** Determine maxima or minima to a multi-variable linear programming problem by testing possible solutions on a graphing calculator.	A-CED.3, SMP.1, SMP.4
8	**Developing the Algebra of Matrices:** Investigate real world situations through matrices to determine the properties of matrix addition and multiplication (practice on Khan Academy).	N-VM.C.6, N-VM.C.7, N-VM.C.8, N-VM.C.9, N-VM.C.11, A-REI.8, SMP.1, SMP.2, SMP.7
9	**Utilizing Graphing Calculators to Simplify Matrix Arithmetic:** Simplify expressions and solving equations involving matrices via graphing calculators.	N-VM.C.6, N-VM.C.7, N-VM.C.8, N-VM.C.11, SMP.1, SMP.5
10	**Finding Solutions to Linear Systems Using Matrix Arithmetic:** Write linear systems as matrix equations and solve the system using matrix arithmetic, including inverses of matrices (practice on Khan Academy).	N-VM.C.6, N-VM.C.7, N-VM.C.8, N-VM.C.9, N-VM.C.10, N-VM.C.11, A-REI.8, A-REI.9, SMP.1, SMP.5
11	**Applying Matrices to the Unit Problem:** Determine the most cost effective land allocation that satisfies the constraints defined by the city council by using multi-variable matrix arithmetic (project groups).	N-VM.C.6, N-VM.C.7, N-VM.C.8, N-VM.C.9, N-VM.C.10, N-VM.C.11, A-CED.3, A-REI.8, REI.9, SMP.1, SMP.4, SMP.5

Assessments

Students will be assessed using multiple tools from several resources. All assessments will be aligned with a 4-point rubric, to determine student proficiency on key skills:

1) Beginning
2) Emerging
3) Proficient
4) Advanced

Students will receive feedback on each portion of the report before a final submission. As students will be developing their skills, scores of 1s and 2s will be expected in the beginning, but all students must receive an overall 3 (proficient) in order to have mastered these skills (allowing them to move on). The primary assessment for the course will be a four-part proposal regarding land allocation (detailed below). In terms of formal grading, students will be given report cards at the end of each trimester that represent a composite picture of how they are doing. This grade is NOT an average of graded assignments because Path Academy wants to capture growth toward proficiency. So while students would receive a grade of 1-4 for each course, the final grade number is weighted toward later scores as is the final grade for the course. The grade will be a composite of scores on rubrics and learning activities, as described above, as well as scores on computer-based activities that use more traditional grading scales. For instance, Edgenuity grades on a 100 point scale. This will be converted to the 1 – 4 point scale (e.g. 100% is a 4, 75% is a 3, etc.).

Part 1: Current Situation	
Description	***Expectations***
Describe, in detail, the information you have been given as a consultant to Mayor Eldridge. Keep in mind that you will be presenting this to Mayor Eldrige AND community members, so must understandable to a "non-math" person. Product to be assess: written and mathematical descriptions of: - Different pieces of land that have been donated to the town - Conditions that must be upheld to make all community members happy Product to be assessed: plan outline for what your report will cover to answer this question: - A general strategy for solving this linear programming problem - Justifications for how you will analyze possible solutions and choose the most efficient option	- Description of situation is understandable to a "non-math" person - All mathematical descriptions have been "translated" or described in writing - Description includes discussion of each different piece of land, including assignment of an appropriate variable to each - Includes list of constraints, including explanation of why it is needed and which condition it refers to - Includes steps of general strategy to solve the linear programming problem - Explanation of how the most cost-efficient land allocation option will be chosen

Part 2: Investigation	
Description	***Expectations***
Show, in an organized and logical fashion, all work done to inform the Mayor's office of the most cost-efficient allocation of land through the following products: - Oral presentation of parts of matrices and how matrices can help solve this problem - Oral presentation of why combinations of constraints are examined or ignored - Written matrices that are displayed with labels for rows and columns - Written description of what the inverse is and how it helps solve a matrix equation - Written explanation of matrix multiplication - Written matrices that are solved and evaluated with listing of violated constraints - Written explanation of costs associated with each potential solution	- Description of what a matrix is, how it can solve the problem, and how each constraint can be changed into a row of a matrix - List of all possible combinations of constraints and explanation of why certain combinations are examined or ignored - Translation of all considered combinations of constraints in matrix equations with solutions - Matrices with labeled rows and columns - Description of inverse matrix and how it can help solve a matrix equation - Explanation of matrix multiplication - Evaluation of each solved matrix

Part 3: Recommendation	
Description	***Expectations***
Provide a land allocation recommendation to the Mayor and city manager through the following products: - Written and oral presentation of how the land should be allocated based on constraints and costs - Written and oral justification of the recommendation - Written and oral presentation of an alternate solution taking into consideration only the first constraint - Written evidence to support this allocation even if it is not the most cost-effective	- Description of the most cost-effective land allocation is complete - Recommended allocation is justified - Description of alternate solution - Justification for why alternate solution is better (even with just one constraint) - Cost for both solutions

Part 4: Reflection	
Description	***Expectations***
Reflect on the following questions in writing: - Where could errors have altered the solution? How would each error affect it? - How did you use and grown on the objectives being assessed (Accountability, Effective Communication, Creative Problem Solving). - What was difficult about the problem solving process? What did you do to overcome the difficulties? - What was difficult about the project management solving process? What did you do to ensure a positive group dynamic?	- Description of where errors could have occurred includes how they changed the solution - Evaluation of where student has grown and still needs to grow in project skills being assessed - Description of problem solving difficulties and strategies to overcome - Description of project management difficulties and group work

You should use the following rubric to assess student reports (in the whole and as different portions are handed in, and students are given feedback prior to the final submission):

	Beginning - 1	Emerging - 2	Proficient - 3	Advanced - 4
Mastery of Knowledge	- Details of the current situation are clearly and correctly stated. - A clear and deep understanding of matrices, inverses, systems, and matrix multiplication is shown. - All solutions are correct and work is shown.	- Almost all details of the current situation are stated. - An understanding of some elements of matrices, inverses, systems, and matrix multiplication is shown. - Some solutions are incorrect.	- Details of the current situation are correctly stated. - A clear understanding of matrices, inverses, systems, and matrix multiplication is shown. - Most matrix equations are correctly solved. - The most cost-effective solution is correct.	- Details of the current situation are clearly and correctly stated. - A clear and deep understanding of matrices, inverses, systems, and matrix multiplication is shown. - All solutions are correct and work is shown.
Application of Knowledge	- Limited connections are made between systems of equations and matrices. - Explanations are limited or missing. - Work is confusing or not explained.	- Some connections are made between systems of equations and matrices. - Explanations are given for why some of the combinations don't work. - Some work is not explained or illustrated.	- Clear connections are made between systems of equations and matrices. - Accurate explanations are given for why certain combinations don't work. - A simpler matrix ix used to explain how inverses and multiplication work.	- All explanations show deep and insightful understanding of systems of equations and matrices. - Clear, detailed and accurate explanations are given for why certain combinations don't work.
Accountability (non-academic objective)	- Few benchmark deadlines were met. - Report was not turned in on time. - Report was not presented in a professional manner. - Report did not answer most questions.	- Some benchmark deadlines were met. - Report was turned in slightly late (same day). - Report was mostly presented in a professional manner. - Report answered most questions and reflected a lot of work.	- Most benchmark deadlines were met. - Report was turned in on time. - Report was presented in a professional manner. - Report clearly answered most questions and reflected considerable work.	- All benchmark deadlines were met. - Report was turned in on time. - Report was presented in a professional manner. - Report clearly answered all questions and reflected considerable work.
Effective Communication (academic objective)	- Appropriate math vocabulary was rarely used in the report. - Report narrative was written mostly in a manner mostly not understandable for non-math people. - Formatting made report difficult to read. - Arguments and justifications did not correlate with mathematical modeling or are missing.	- Appropriate math vocabulary was sometimes used in the report. - Report narrative was written in a manner mostly understandable for non-math people. - Formatting did not hinder reading of materials. - Arguments and justifications sometimes correlated with mathematical modeling.	- Appropriate math vocabulary was used in the report. - Report narrative was written clearly in an understandable manner for non-math people. - Formatting made materials easy to read. - Arguments and justifications mostly correlated with mathematical modeling.	- Appropriate math vocabulary was used and defined in the report. - Report narrative was written clearly in an understandable manner for non-math people. - Formatting made materials easy to read. - Arguments and justifications clearly correlated with mathematical modeling.
Creative Problem Solving (academic objective)	- Details from the plan for solving the problem are missing. - Student did little work on the project.	- A plan is written with little detail about how to solve the problem. - Student did some cooperative and independent work during the project.	- A plan is written in some detail about how to solve the problem. - Student worked cooperatively and independently during the project.	- A plan is written in great detail about how to solve the problem. - Student worked well, both cooperatively and independently, during the project.

Formative assessments will also be used throughout the weeks to track student progress toward these four major assessment sections.

Mathematician's Notebook: Regular entries in Reader's Notebook:
3 explanations of the process undertaken to grasp and apply a new concept.
3 metacognitive formative assessments

Class Activities
Describe the story: 1) Describe the three pieces of land that have been given to Windham (how much land and who donated?). 2) Describe the two ways that the land will be used. 3) Describe the conditions that the community members and Town Council set.
Translate into math: 1) Define the variables described in the story. 2) Using the variables outlined in the project description, write the constraints that are described in the store. 3) Use the variables to write an algebraic expression for the town's cost based on how the land is allocated.

Computer-Based Activities
Edgenuity Quiz - Solving Rational Equations and Inequalities
Edgenuity Quiz - Solving Radical Equations and Inequalities
Khan Academy – Points, Lines, and Planes **https://www.khanacademy.org/math/geometry/segments-and-angles/intro_euclid/e/points_lines_and_planes**
Khan Academy – Matrix Addition and Subtraction Exercise **https://www.khanacademy.org/math/algebra/algebra-matrices/Basic_matrix_operations/e/matrix_addition_and_subtraction**
Khan Academy – Multiplying a Matrix by a Matrix Exercise **https://www.khanacademy.org/math/algebra/algebra-matrices/matrix_multiplication/v/matrix-multiplication--part-1**

Teaching Strategies

Overview

This course is the third Band Level of a high school integrated math curriculum designed to support students in making sense of the math skills and concepts by using real world connections and building on students' intuitive understandings of and reasoning about mathematics. Students will build math competence and confidence through experiences intentionally designed to have them construct mathematical knowledge by applying the Common Core *Standards of Mathematical Practice*, a set of habits used by those (both students and professionals) proficient in the subject. To this end, as students move through this unit, here are some of the math strategies you will be teaching (as defined in the Common Core State Standards):

- make sense of problems and persevere in solving them
- reason abstractly and quantitatively

- construct viable arguments and critique the reasoning of others
- model with mathematics
- use appropriate tools strategically
- attend to precision
- look for and make use of structure
- look for and express regularity in repeated reasoning

The module overview will introduce students to the sequence of lessons, activities, and assessments (suggested timeframe for a module: 6 weeks). The overview will also give students information about support they will have as they move through a module.

Each lesson has a series of **three or four** of the following activities: launch, modeling, investigation, synthesis, and reflection. Therefore, a lesson might take more than one or even two days for students to demonstrate understanding of a lesson's concepts.

You will be exercising the Framework for Effective Instruction (see the Instructional Resources section below for a manual) for daily classroom activities. Each classroom lesson will start with an overview that provides students with the following information:

1) **Big ideas.** A scenario to get students thinking about real world applications of the concepts they will learn. Have students work in pairs or groups so they can discuss their problem solving.
2) **Lesson Objective:** What students will learn and be able to do by the end of the lesson.
3) **Common Core Learning Targets:** Core standards the lesson addresses
4) **Lesson Activities:** Gives students a quick glance of the kinds of activities they will be doing throughout a lesson.
5) **Learning Activities:** Gives students a description of how they will be assessed on what they've learned from the lesson.

In his course, there are several types of formative assessments/learning activities, ranging from synthesis of information (see Class Activities in the preceding section) to reflection (see Mathematician's Notebook in the preceding section) to traditional quizzes (see Computer-Based Activities in the preceding section). Students will need to see exemplars of what high quality reflections look like. Explaining your thinking behind a math problem, thoroughly and clearly, using examples, is a very challenging and important skill. The more you outline the criteria of a strong reflection, model what this looks like, and show student exemplars, the more meaningful their reflections will be.

You should introduce and monitor the *Greenbacks or Greenspace* project to students in a similar manner, using the project process outlined by the Buck Institute for Education[1]:

1) **Launch**: ask students to individually read the project description and highlight the information that they think they'll need to solve the problem. Ask students to work in groups to write out the information given in the description and translate the constraints into equations or inequalities. Pass out assignment sheet and rubric.
2) **Determining the Current Situation:** students work in small groups to complete part one of the assignment.
3) **Investigation:** work students through setting up one matrix equation. Students work in small groups for several class periods and during Learning Lab/Intervention-Acceleration periods to set up matrices, explain matrices, and eliminate combinations of constraints.
4) **Recommendations:** students work in small groups to complete part three of the assignment.
5) **Reflection:** students work individually to answer reflection questions.

[1] www.bie.org

Differentiating Instruction to Support Learner at Different Levels

The Framework for Effective Instruction (FEI) instructional method is research-based and proven to improve student achievement for many groups of students, including struggling learners, advanced learners, English Language Learners, and students requiring special education.[1] The three step model (launch – investigation – synthesis) allow students at all levels of learning to practice and apply skills. The physical space at the school will support this, as classrooms are outfitted with mobile learning stations, and the Learning Lab with group learning stations.

You may also use Intervention/Acceleration periods to work with groups of similarly paced students on specific content and skills. This could be used to support struggling students or provide additional content for advanced learners. This could also be used to provide English Language Learners with content-specific language acquisition supports, or students requiring special education with supports specifically aimed at achieving IEP goals.

Additionally, every lesson has additional instructional videos for students to view independently, or additional work on Edgenuity. The videos primarily come from Khan Academy. At various points in the unit, students can review by watching the videos where they might need more explanation or practice. Watch the instructional videos in advance to get a sense of which ones you think might suit particular students more than others. Also, be sure to set each student's individual learning pathway in Edgenuity once they have taken the diagnostic assessment, choosing modules, quizzes, tests, etc.

Embedded Literacy, Numeracy and Technological Literacy

Although the focus of this course/unit is on numeracy, it will also ask students to practice literacy and technological literacy skills.

Literacy skills targeted in this unit will include: reading, writing, listening, speaking, viewing, and presenting. You should assist students during classroom activities, provide feedback on benchmark assessments, and work with Band Level team teachers to assign appropriate literacy supports through Edgenuity and other computer-based resources. Students will demonstrate mastery of these skills through classroom activities (Mathematician's Notebook; reading and analyzing the project description; presenting solutions to the class) and the *Greenbacks or Greenspace* project (writing the report; viewing and integrating feedback).

Technology will augment learning in all courses. You should require students to use technology-based content acquisition tools:

- Edgenuity
- Integrated Math Program
- Khan Academy

You should also require students to use technology-based application to demonstrate learing. There are a series of short tutorials on the web tools students will use: Glogster, Padlet, and Springnote. Make sure you are familiar with these tools and can help students with them. You may want to create exemplars of your own to model how students can use these applications.

- **Glogster**: Students will explore the ideas behind matrices and systems of equations and create a Glog to visualize their understandings.
- **Springnote**: Students will be using Springnote to record their reflections on what they've learned from each lesson (Mathematician's Notebook).
- **Padlet**: For several lessons, you will create a padlet for a specific question or prompt and students will post their ideas.

---

[1] Rudenstine, A. & Gitelman, L. New York City Department of Education. Office of Multiple Pathways to Graduation. *A Professional Learning Path to Rigorous and Relevant Instruction: Key Lessons from the Transfer School Institute;* reDesign. 2007. *A Framework for Effective Instruction.*

Also, as noted above, you may provide students with scaffolding tools in the form of supplementary videos for every lesson. These are listed below in the Instructional Resources section.

Instructional Resources

In order to be most prepared to teach this course, we recommend that you explore some or all of the following resources. These resources will help you to understand the philosophy behind the Framework for Effective Instruction, as well as to acquire practical strategies for teaching about matrices and systems of equations/inequalities.

1) Integrated Math Program – Year 3
2) Edgenuity – Geometry
3) Edgenuity – Algebra II
4) Khan Academy Videos

   Systems of Inequalities
   https://www.khanacademy.org/math/algebra/systems-of-eq-and-ineq/system-of-inequalities/v/ca-algebra-i--systems-of-inequalities

   Graphing Systems of Inequalities
   https://www.khanacademy.org/math/trigonometry/systems_eq_ineq/systems_inequalities_precalc/v/graphing-systems-of-inequalities

   Singular Matrices
   https://www.khanacademy.org/math/algebra/algebra-matrices/inverting_matrices/v/singular-matrices

   Matrices to Solve a System of Equations
   https://www.khanacademy.org/math/algebra/algebra-matrices/inverting_matrices/v/matrices-to-solve-a-system-of-equations

   Inverting Matrices
   https://www.khanacademy.org/math/algebra/algebra-matrices/inverting_matrices/v/inverting-matrices--part-2

   Matrix Multiplication
   https://www.khanacademy.org/math/algebra/algebra-matrices/matrix_multiplication/v/matrix-multiplication--part-2

5) Framework for Effective Instruction – Anatomy of a Lesson
6) *Reading Strategies for the Content Areas: An ASCD Action Tool* by Sue Beers & Lou Howell

H. Describe a clear plan that will facilitate ongoing development, improvement and refinement of the curriculum.

Path Academy believes in action-orientated professional development, which includes the development, evaluation, and improvements where needed of the curriculum. This is process is vital to the success of Path Academy given that it is a performance-based school. In such an environment, curriculum must be a living document that is constantly refined, expanded, and customized to meet the individual needs of our students. So while Path Academy will begin its first year with a fully developed curriculum, we expect it to be continuously improved. In particular, we expect that teachers and school leaders will continue to address changing standards, as Common Core Standards are created and adopted in more content areas.

First and foremost, teachers will be continuously supported and trained for effective curriculum delivery (this process is detailed in Section I, question 4D). Overall, teachers will be supported in the curriculum refinement process as an ongoing activity. Path Academy will be relentlessly focused on data, and will give teachers the tools to be quickly responsive to student needs. Teachers will be trained and supported in specific teaching strategies, and will be offered specific professional development opportunities to address areas of need, particularly within curriculum design.

Overall, Path Academy's teachers and school leadership will follow two linking cycles of curriculum development, improvement and refinement. The first will be ongoing refinement throughout the year based on continuous student assessment data. The second will be a more formal annual curriculum revision process based on summative assessment data.

As noted, the first cycle will be **ongoing refinement**, and will take place throughout the school year, focusing more on immediate changes based on continuous assessment of student progress. The process will begin with the start-of-year staff meeting, and assessment of our students during the first four weeks of school. During this initial period, the staff will learn vital information about how each student engages with the school's teaching and learning activities. This will enable the staff to evaluate what might be missing, what is working and not, and therefore what

needs to be revised or even developed from scratch. Then continuous formative and benchmark student assessments will provide constant feedback to teachers. Weekly meetings and professional development (detailed further in Section I, question 5F) will continuously enable staff and school leaders to assess whether student progress and performance issues are related to teaching strategies or the curriculum itself. Teachers and school leaders will constantly assess data, both on student progress (from benchmark assessments), and on teacher performance (from observations). This will allow them to monitor necessary changes in instructional methods and curricula.

Individual content area teachers will work together to make minor adjustments to curricula, according to student needs and performance results. Time is dedicated to these activities through extensive daily planning time, weekly common planning time and department meetings, weekly mini-professional development sessions, Data Days in every Learning Cycle (teachers come in to assess student progress during a 6-8 week period of learning), and at least 8 days of dedicated professional development (see Appendix B for an academic calendar; see Appendix D for a sample weekly teacher schedule). These curriculum refinements will particularly be discussed during weekly common planning time and professional development sessions (detailed in Section I, question 4D). All teachers will be continuously supported by the Principal, as the school's instructional leader, as well as by consultants brought in for professional development.

The second cycle of curriculum development will be a more **formal process of review and development**. This will occur primarily at the end of each school year, using data from end of year summative assessments and state assessment results (for those students participating in state assessments in any given year). The school's curriculum development committee will be brought together to discuss assessment data, and revise curricula according to data. Teachers, school leadership, and professional development consultants will be brought together primarily during the two Enrichment Weeks (June and July) and Summer Curriculum Planning Institutes (July - one week prior to the start of each school year) built into the academic calendar (see Appendix B for an academic calendar). These three weeks all technically fall after the official end of the school year, and will therefore fall after end-of-year and state assessments. The Board of Directors will approve any major changes to the curriculum.

I. Describe the process that will be used to evaluate whether the curriculum is effective and successfully implemented.

Path Academy will provide extensive and ongoing support to teachers, both from the school's Principal as the instructional leader, as from educational professionals who provide professional development. This will start with 4 weeks of training for any new staff members, to support and train teachers in the school's curriculum and instructional methods. Ongoing, teachers will have daily planning time, weekly common planning time and department meetings, weekly mini-professional development sessions, dedicated professional development half-

days throughout the year, and a Summer Learning Institute (one week prior to the start of the school year). These supports are all aimed at ensuring the successful implementation and delivery of the school's unique academic program and curricula (detailed in Section I, question 4D).

Path Academy will use two strategies, both including multiple measures of student learning, to evaluate the effectiveness of the curriculum and its implementation. The first is quantitative in nature: we will engage in an iterative evaluation process of student assessment data to determine the extent to which individual students, cohorts and the overall school is achieving academic goals. This strategy and approach are described in detail in the Assessment Section (Section I, question 5F). The extent to which students progressing through Path Academy's Band Levels at a reasonable rate, AND their progress is validated by scores on external assessments – such as the Smarter Balanced Interim Assessments – will be the extent to which the curriculum and its implementation can be judged effective. When student progress is not sufficient, a review of various pieces of the curriculum will need to occur (as described in Section I, question 3H above).

The second strategy is qualitative: We have developed a set of criteria to guide the design and development of effective curriculum:

- Modularized so that students can move at their own pace and loop back to meet standards at any point
- Standards-based (Common Core)
- Differentiated and/or delivered in a blended or online format to enable groups of students and individuals to move at their own pace
- Recuperative and accelerated (toward college prep) in one; addressing key knowledge, skills, and higher order thinking
- Highly engaging for students
- User friendly so that a competent but relatively inexperienced teacher can successfully use it within a differentiated class
- Operates well on a mobile device and on Path Academy's learning management systems
- User friendly for students so that they can access and use the curriculum in school and remotely

These criteria will continually be refined as students and teachers engage with the curriculum, as we want to ensure that the tools we use to evaluate the effectiveness of the curriculum are themselves reflective of best practice and research-based approaches.

In addition, teachers will continuously revise and adapt the curriculum, based on their analysis of student benchmark data, as well as data from summative and formative assessments (see Section I, question 5F). For example, if a group of students in the Algebra Lab course have not mastered fractions over the course of a cycle, we will understand that there is an issue with either the curriculum or the instruction, and this will trigger a more thorough evaluation of both. After clear issues have been identified, we will use common planning time, weekly staff meetings and Summer Curriculum Planning Institutes (one week prior to the start of each school year) to undertake necessary revisions. Path Academy's philosophy is that all curricula, including commercially published products are best seen as living instruments constantly in need of customization.

To ensure that curricula are being implemented effectively, the Principal will conduct regular informal and formal classroom observations of all teachers. As part of the state's SEED model for teacher evaluation, the Principal will use data from these observations to conduct ongoing conferences with teachers, focused on improving practice to support student achievement.

J. Identify which individual(s) will be responsible for the above processes and procedures and provide evidence that they are well qualified for the task.

Overall, four categories of individuals will be responsible for the above processes and procedures related to effective curriculum development and implementation:

School Leaders

The Principal will act as Path Academy's instructional leader, supporting teachers in curriculum development and teaching strategies. This will be a large factor taken into consideration when the Board of Directors hires the Principal, as noted in the qualifications from the draft job description:

- CT92 School Leader License (required); relevant Master's or equivalent degree
- A **proven track record of improving student achievement**, with at least two years of data documenting improved student outcomes
- A passion for improving urban high schools and driving education reform
- Commitment to the academic mission, vision, and educational philosophies of the school
- Significant prior administrative experience, preferably at the high school level, along with **substantial teaching experience** at the high school level
- Exhibited **leadership in working with professional staff**, students and the community
- Experience and comfort using technology for instruction (preferred)
- Dedication and passion for Path Academy's vision, professional standards and values
- High level of organization and resourcefulness, with a keen ability to be on top of the day-to-day management of a school
- Humble, reflective and willing to continually improve
- Ability to prioritize effectively to accomplish the most important tasks without losing sight of other details
- Relentlessness in the pursuit of excellence and a "whatever it takes" attitude
- **Firm grasp of curriculum** and an unwavering commitment to data-driven instruction
- Exemplary oral and written communication skills with the ability to inspire others to meet their goals
- Capacity to handle long days and the intensity required to open a high-performing school
- Sophisticated **analytical** abilities

Teachers

Teachers will play a large role in the ongoing development and refinement of course curricula. They will constantly assess student data to improve both teaching practices and curriculum elements. Their role in this critical part of the school's operations will be taken into consideration in the hiring process, as noted in the qualifications listed in the job description:

- Bachelor's Degree from an accredited four-year educational institution.
- CT High School teacher certification/license: English, Math, Science, and Social Studies certifications are highly preferred
- Belief that every student can and will achieve in your class
- Belief in and commitment to the mission and core philosophies of school
- Openness to giving and receiving frequent feedback
- Ability to juggle multiple tasks and initiatives at once
- Detail-oriented and self-directed
- Initiator, problem-solver, and creative thinker
- Ability to work effectively as a team member
- Willingness to be held accountable for student results
- Communication skills with various stakeholder groups
- Ability and experience to engage the interest of school aged students
- Ability to work with diverse students including those with special needs
- Ability to work well with parents, community and stakeholders

Consultants

Curriculum and instruction experts will be asked to join Path Academy staff for professional development sessions, themed around areas of teacher need. We will use consultants with expertise in curriculum development and

instructional methods, and specific experience with teaching at-risk students. These consultants will likely include education experts Ephraim Weisstein and individuals from reDesign (both are described in detail in Section II – see Appendix L for resumes). All have extensive experience in working with at-risk youth, and performed as consultants in the creation of the curriculum for Path Academy.

Pathways Staff

While teachers will have some involvement in measuring non-academic goals, Pathways staff will be heavily involved in assessing non-academic skill development amongst students. These staff members will be expected to be trained and qualified in the areas of: youth development, workforce development, college preparation, and others, as detailed in their job descriptions (Appendix M).

Board of Directors

Path Academy's Board will monitor student academic and non-academic progress, ensuring that the school remains true to its mission and vision. This will be accomplished primarily through the Board's Academic Excellence Committee, which will review detailed reports of student achievement and bring summaries to the full Board (see Section II, question 2F for details). Board members will be recruited to ensure a diverse set of skills, perspectives, and backgrounds. They will also need to meet the following set of criteria, to ensure that they are qualified to act as stewards of Path Academy:

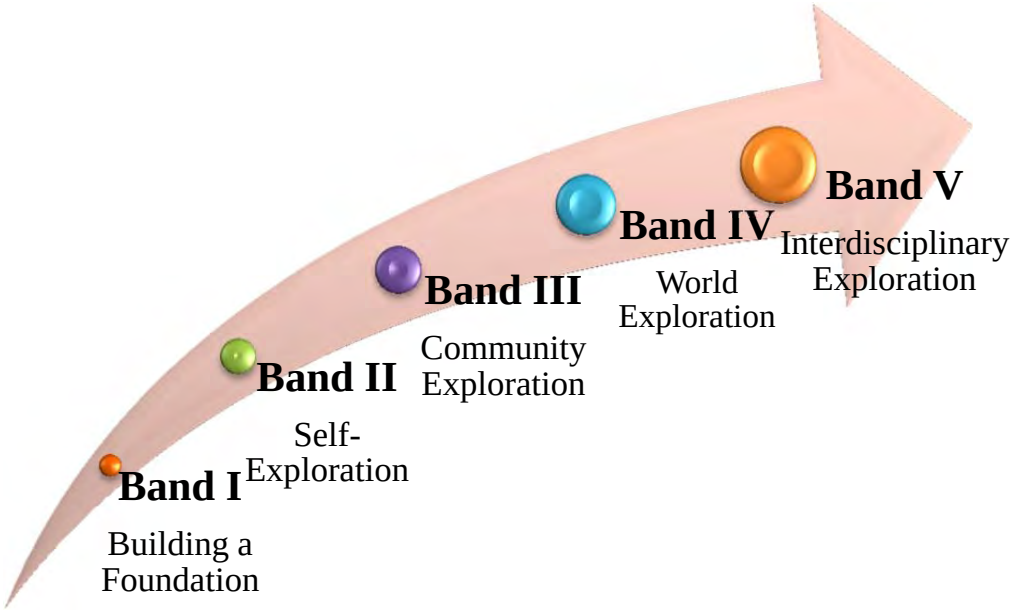
- Commitment to addressing the needs of over-age, under-credited students in the greater Windham area
- Preparation for and attendance at all meetings
- Participation on committees
- Commitment to developing resources – including financial/in-kind support and connections with the community
- Ability to consider school performance data and make decisions in the best interest of the school's student population
- Commitment to advocating for the school and student population

Finally, Board members will receive ongoing training to ensure that they are prepared and qualified to monitor student achievement at Path Academy.

4. Instruction

A. Describe the instructional methods or techniques that will be used in the proposed school, including any specific requirements for implementing this pedagogical approach (i.e. co-teaching or aides, technology, physical space, etc.).

As a blended learning environment, Path Academy will use two instructional methods – teacher facilitated instruction and computer-assisted independent lab work (both described in detail in Section I, question 4B). These two methods will come together to support students to mastery of the critical academic and non-academic skills that will lead to their success in and beyond high school. Results from both instructional methods will be synthesized to allow teachers to track holistic student progress. This will serve as the mechanism for students to move forward in classes based on mastery of skills (mastery-based progression, as detailed in Section I, question 2D). In Bands I, II, and III (addressing the equivalent of middle school, 9th-10th grade skills sets), teachers will facilitate student learning in a more direct and hands-on way, helping students to build skills and get into the habit of using effective and productive learning methods. Students will gain new independent learning skills, so that in Bands IV and V, teachers will shift to supporting students in a more autonomous exploration of learning.



Teacher-Facilitated Instruction: Framework for Effective Instruction

The Framework for Effective Instruction (designed by reDesign, formerly Center for Urban Education) will serve as the primary classroom instructional method. This approach calls for teachers to first model new skills, followed by student practice of these skills, and a final formative assessment period to help teachers track progress. The background and structure of the Framework for Effective Instruction (FEI) is detailed further in Section I, question 4B below.

This instructional method will support student learning in the classroom, woven into the project-based learning approach (both ask students to take an active role in their own learning process). It will allow teachers to differentiate instruction, working with smaller groups of similarly-paced learners in any given class. As the bulk of the FEI process is actually about students practicing the skills, teachers could model different skills for different groups of students, even within the same class period. Our space plan speaks directly to this classroom strategy, as classes will be outfitted with mobile small group and individual work stations, rather than traditional rows of seats. Further, this pedagogical approach supports the school's robust program for English Language Learners (detailed in Section III, question 4). Based on our knowledge of our host district of Windham (which will be offered a preference for 75% of the seats), we have developed the program around the key feature of co-teaching. As the

TESOL-certified teacher for English Language Learners will also be trained in the FEI, they may apply the same strategy to their specific in-class supports for these students. For instance, the core content area teacher may be modeling a skill for another group of students, while the TESOL-certified teacher is modeling the same skill for a group of English Language Learners, but with strategies for students who need additional language acquisition skills.

This instructional method will be supported through a large data system, which will feed all student assessment data into the teacher classroom management system, Kickboard. Kickboard will allow teachers to track each student's progress on skill mastery through formative, interim, and summative assessments. It will then create a visual for the teacher of which students need extra support on each skill, for at-a-glance differentiation. Automatic triggers will be set up in the system to group similarly-paced students for extra support, which can be offered during the school's Intervention/Acceleration periods (periods primarily occurring on Wednesdays, in which students can engage in interventions/support if they are behind, or continue working at their own pace if they are on or ahead of pace).

Computer-assisted Learning Labs

From the moment students enter Path Academy, they will participate in self-paced, virtual coursework. Primarily working on courses in Edgenuity, student learning will be supported through computer-based education programs. Edgenuity provides courses that align with all of those offered at Path Academy, and so will supplement all student work. The instructional strategy of the school will allow students to move in and out of a communal Learning Lab with a 2:1 student to computer ratio (at individual and group work stations).

Edgenuity courses will provide students with diagnostic assessments at the start of each course, automatically setting up a personalized learning pathway focused on each student's individual needs. Teachers will then monitor these pathways, manually assigned and adjusting content area learning and assessments. Information on student progress from Edgenuity will feed into the teacher classroom management system, Kickboard, to give teachers a holistic picture of student progress on mastery of each skill.

Other computer-based resources have also been identified (e.g. successful tools Khan Academy and Wilson Reading Trainer, detailed in Section I, question 2D) to support student computer-assisted learning. Similarly, student progress on other computer-based assessments will feed into Kickboard, so that teachers may monitor all types of student progress.

These instructional methods are further described in the following section.

B. Describe how these instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including students with diverse learning styles, English language learners, special education students, students who enter below grade level, and other at risk students who should be targeted in order to eliminate the achievement gap.

Both the FEI teacher-facilitated approach and computer-based educational tools support high standards of student achievement. In addition, both encourage high levels of scaffolding and differentiation, to ensure that materials and instruction are accessible and appropriate for all students at all levels, including students with diverse learning styles, English Language Learners, special education students, students who enter below grade level, and other at-risk students. In particular, the integration of computer-based educational tools gives teachers a great range of materials and methods of instruction delivery, to ensure that each student's unique learning style can be met.

Teacher Led Instruction: The Framework for Effective Instruction

Path Academy instructors will be trained in reDesign's (http://www.redesignu.org) Framework for Effective Instruction (FEI). It will be used as the pedagogical backbone for teaching & learning and as the daily instructional model. The FEI's Investigation approach will guide teachers' facilitation work with students. Within the FEI, Investigation has three stages:

Lessons begin with a "launch," where teachers introduce students to new material, build students' background knowledge and model new skills (typically the first 20% of the lesson). This is followed by a student-led "investigation," where students work independently to investigate applications for their new knowledge and skills (approximately 60% of the lesson). This feature allows students to practice teamwork skills, and also gives teachers the time and space necessary to differentiate instruction to students at different levels. For instance, within this investigation period, different students could be practicing different levels of thinking, all within the same space at the same time. Some students could be working to understand a piece of literature, while others may be working to create an analytic essay on it. Similarly, teachers may assign texts at different reading levels to students with different skill levels. The final 20% of the lesson is devoted to "synthesis." Here, students undertake a formative assessment that asks them to reflect on the learning strategies they employed to master new material, while also requiring them to synthesize their new learning. The data from the formative assessment, provides teachers with the data they need to plan the next instructional steps for their students, as individuals, small groups and a class.[1]
The FEI is built on best practices from three major areas of education research:

The Sheltered Instruction Model is a research-tested model for teaching and learning, specifically focused on second language acquisition. The FEI takes the view that for many OU youth, academic concepts and terms are effectively a second language, and that the strategies developed to support second language acquisition are equally powerful for students with significant gaps in academic background knowledge and skills.

Mastering Independent Learning Strategies: Over the past thirty years, literacy experts have managed to explicitly document the learning and thinking strategies used by effective readers. More recently, researchers have turned their attention to the work of understanding the particular features of adolescent literacy issues.[2] The FEI provides teachers with access to the practical applications of this research, training them to teach students to make connections, question, visualize, draw inferences, make predictions, determine importance, and synthesize material.[3] In addition, the FEI model explicitly teaches students metacognitive skills, asking them to consider not only what they are learning, but how they are learning it.[4] This is a critical skill for students, and prepares them to take on complex projects by helping them in planning, progress monitoring, strategic decision-making, and reflection on their learning.[5]

Higher-Order Thinking Skills: The FEI is perfectly suited for the Common Core Learning Standards, because of its emphasis on the need to teach students to analyze, evaluate, synthesize and create (the characteristics of higher-order thinking).[6] The FEI provides teachers with the tools they need to scaffold learning (through the use of literacy strategies and sheltered instruction practices) for students so that it's possible for students at any grade level to access the curriculum and interact with it in meaningful and deep ways. As teachers plan lessons, they organize instruction at different levels of Bloom's Taxonomy: some of the work students engage in is lower-order

---

[1] Rudenstine, A. & Gitelman, L. New York City Department of Education. Office of Multiple Pathways to Graduation. *A Professional Learning Path to Rigorous and Relevant Instruction: Key Lessons from the Transfer School Institute;* reDesign. 2007. *A Framework for Effective Instruction.*
[2] Moje, 2002: http://www-personal.umich.edu/~moje/pdf/Journal/ReframingAdolescentLiteracyResearchForNewTimes.pdf.
[3] Harvey & Goudvis, 2012: http://www.comprehensiontoolkit.com/overview.asp
[4] Flavell, J. 1979: http://www4.ncsu.edu/~jlnietfe/Metacog_Articles_files/Flavell%20(1979).pdf
[5] Ibid.
[6] Anderson et al: A Taxonomy for Learning, Teaching and Assessing. 2001

(remembering and understanding new material), but the lion's share of their learning experiences are designed to encourage higher-order thinking. Part of this work occurs within the design of courses and units (described in Section I, question 3 above), and part of it happens within the classroom through differentiation (as described in Section I, question 4A above).

The FEI guides teachers to place learners at the center of the work, asking students to remain active participants in their education even during teacher-led instruction periods. By integrating practical application and emphasizing group work and communication, students remain engaged in the learning process, as teachers have created meaningful experiences. In addition, the FEI approach allows room for teachers to differentiate instruction by adapting content to all skill levels within the same classroom. By using the strategy of continuous assessment and differentiation, teachers ensure that students are mastering concepts before moving forward. Finally, the FEI asks teachers to directly teach students learning strategies. The key to building strong learners is to teach them how to be independent-learners over time. This teaching method supports the core philosophies of Path Academy, and will provide teachers with clear guidelines for curriculum.

At Path Academy, the FEI approach will guide teachers during daily instructional periods, integrated as a natural partner to the school's project-based learning approach. Throughout the different stages of project-based learning, teachers will model effective strategies that students will need to effectively undertake the project. Students will use the learning strategies, particularly metacognition, in order to plan, manage, execute, and reflect on their projects. Further, projects will be designed to elicit the highest level of thinking skills. This is particularly true, as projects allow teachers to create integrated and interdisciplinary learning experiences for students.

Computer-assisted Learning Labs

As noted, Path Academy will use a range of computer-based education programs to support student learning. The primary tool will be Edgenuity™, which we will focus on describing in this section. It will be intermittently supported by additional digital resources, such as Khan Academy and Wilson Reading Trainer (all three are proven effective – see Section I, question 2D).

Edgenuity offers personalized educational curricula that Path Academy will use to supplement overall curricula. Student work on Edgenuity will primarily be focused on filling specific content gaps for each student – particularly important for student populations with special needs (English Language Learners, below grade level, students with disabilities). Edgenuity has a diverse offering of courses, and so will supplement those specifically offered at the school. Depending on student needs, bilingual, Advanced Placement (AP), and dual enrollment classes can be accessed through Edgenuity. Each course is designed to have direct online instruction, taught by a certified teacher, and provides students with core content knowledge. Then students engage in vocabulary review, specifically aligned with the content of the course/unit/lesson, and apply it in online content exploration activities. These activities vary based on the specific course and content areas, but focus students on their ability to apply content-specific vocabulary through different applications.

Students will then participate in individual activities to access their knowledge of the material, which will either be followed up with an assignment (based on performance of individual activity, and can be completed at school), or additional differentiated direct instruction (if students do not meet the performance expectations during the individual activity). Each specific lesson will be followed up with quiz, which can be adjusted by the school to meet the specific performance marks (minimal score, how many retakes, notes allowed on quiz, etc.). Each unit of study will be completed by a unit test, which can also be adjusted for the specific school needs. It is during the quiz and unit test assessment where the school will analyze student data and provide a continuum of supports based on the individual student need, i.e. small group tutoring on geometry based on student assessment of unit test.

Edgenuity was chosen for four main reasons:

1) Each course can be tailored to a specific student. At the beginning of every course, students take a diagnostic assessment that is used to specifically tailor each individual course to specific gaps in knowledge.

2) Each course can be differentiated to the school's needs. Each course can be adjusted to match the expectations and performance benchmarks required within the school model.

3) Edgenuity fits perfectly with the mastery-based progression philosophy of the school. Students have the ability to progress throughout the program at their own pace, and when students need additional support, Edgenuity alerts the staff, and additional supports can be provided, either within Edgenuity, or during Intervention/Acceleration time with teachers.

4) Edgenuity has an extensive data management system, which fits into the schools core philosophy of being a data driven school. Edgenuity's data dashboard allows students, parents, and staff to track individual student progress based on time in course, but more importantly mastery of skills. Edgenuity data can be broken down by attendance within the system, knowledge and mastery during each lesson activity, mastery based on specific quiz and test questions/skills being taught, and can produce specific reports for the staff to target low performing students, courses, or specific skill acquisition.

Both of these instructional methods have proven to lead to high student academic achievement (the FEI in New York City's transfer schools for OU youth[1]; Edgenuity in schools such as Carpe Diem, which serves at-risk youth[2]). In addition, they allow for high levels of differentiation – a key element of the school model, and particularly important for OU students who enter at varying levels of skill and content mastery in every content area. By using a combination of these core instructional methods, and applying them to student project-based learning cycle, teachers can monitor student achievement and quickly respond to changing student needs.

C. Describe how you will meet a wide range of student needs using differentiated instruction.

The differentiation ability of the school's two primary instructional methods have been detailed and illustrated in Section I, questions 4A and 4B above. These instructional methods will be applied to every course, and explicitly discussed in each unit plan. They will be incorporated into three major elements of the Path Academy model, which are specifically geared toward meeting a wide range of student needs using differentiated instruction and a personalized approach to academic and non-academic progress.

Personalized Learning Pathways

Each student will develop a Student Success Plan (detailed in question 5i below) with their Youth Development Specialist (modeled off of the Pathways program's Individualized Service Plan, and incorporating state requirements). This will serve as the student's overarching personalized learning plan. However, within each course, Learning Cycle, and unit, students will be provided with personalized learning pathways to guide them to mastery of critical skills. The FEI and computer-assisted program approaches described in question 4c above will support these learning pathways, ensuring that students are focused on their own particular areas of need, whether they are working with teachers or individually on computer-based education programs.

Intervention/Acceleration & Learning Labs

Briefly mentioned above, Path Academy's schedule intentionally builds in blocks of time for students to focus on their areas of need. This will allow them to catch up outside of the normal class time, so that they may remain on

[1] Transfer schools in New York City target OU youth. Their data shows that OU students graduate at a rate of 52.5%, compared to 15% of comparable youth in the traditional high schools. (Alliance for Excellent Education. 2011. *Helping Students Get Back on Track: What Federal Policymakers Can Learn from New York City's Multiple Pathways to Graduation Initiative*.)

[2] Since switching to a blended learning model in 2005, Carpe Diem has seen significant increases in student achievement. In 2011, their graduation rate was 96.15%, compared to the state's average of 77.85%. (*Carpe Diem: Seize the Digital Revolution.* Produced with the Hechinger Report. 2012.)

pace with their peers. Or, if students are moving on pace, this time will allow them to accelerate their learning and move forward. This time is scheduled throughout most days, but is primarily focused on Wednesdays, which are scheduled differently than the rest of the week (see an example of a student schedule in Appendix C). These times will allow students to work in small groups with teachers or individually on computer-based programs to refocus on un-mastered skills. In addition, student Enrichment Activity blocks may be used for additional student work time, if necessary.

The school's facility plan made this type of lab rotation a possibility through the inclusion of a communal area called the Learning Lab (see Section IV, question 2 for details; see floor plan in Appendix N). This Learning Lab is the central hub of the school, and includes individual and group work stations outfitted with computers. Students may return here at any time, but will particularly use the area during Intervention/Acceleration and Learning Lab periods in their individualized schedules.

PATHWAYS APPROACH

Beyond these two areas of differentiated academic instruction, students will receive personalized attention, support, activities, and resources through the Pathways approach elements of the school. This will extend to one-on-one time with Youth Development Specialists (for personalized plans), Pathways Advisory groups (for group youth development activities), Career Competency Development Training (for workforce development), and college preparation periods.

D. Explain how the school will ensure that teachers are proficient in delivering the chosen instructional methods to their students.

Path Academy begins from the premise that everyone in the school community is a learner, including teachers and staff. To this end, professional development is central to Path Academy's strategy for serving our students. Professional development at the school will take place in two phases – the first prior to school opening, the second ongoing as the school operates.

Prior to School's Opening

In the first phase lead teachers and school administrators will begin creating curriculum and learning the FEI in the spring before school opens. This will ensure that the frontline school staff is invested and knowledgeable about the school's academic and curricular model. The full faculty and staff will begin work approximately 4 weeks prior to school opening. During these weeks, there will be extensive training and development in positive youth development practices (including how to demonstrate the school's core PATH values), school practices and procedures, the FEI, blended learning practices, curriculum development, project-based learning, and mastery-based assessment practices.

In addition, the full staff will be engaged in developing a cohesive and comprehensive school culture plan. This will include development of a rewards/incentive system for positive behavior points, set-up of Kickboard behavior/discipline triggers, training and inclusion of restorative justice techniques, and positive behavior interventions. Teachers and Pathways staff will not only be cross-trained, with a focus on youth development principles, but will be coached to work together to promote an integrated culture of teamwork. For instance, the Career Coordinator and Math teacher might be paired to teach the Career Development and Personal Finance courses.

From the beginning, first- and second-year teachers will work closely with a TEAM mentor (see Section IV of the application for an additional description of the mentor's role and school's implementation of the TEAM program). The mentor and teacher will have time each week to meet together formally, in addition to engaging informally at any time. Mentor teachers will provide beginning teachers with curriculum resources and planning support, as well as instructional strategy expertise.

Once the School Opens

Student performance data will indicate areas of need for teacher professional development. This may be individualized to a certain teacher or small group of teachers during common planning sessions and mini-professional development sessions. Common trends across the school may also be used for larger professional development sessions. Every teacher will be supported in the following ways:

Common Planning Time

- All teachers will participate in common planning sessions each week. Teacher teams will be supported during this time by instructional coaches expert in the FEI and by the Principal. As with all professional development activities, Path Academy will emphasize peer support with special emphasis on the relationship between beginning and experienced teachers.

Dedicated Professional Development

- While a lot of professional development will occur during common planning time, Wednesday mini-professional development sessions and professional development half-days every Learning Cycle will provide additional opportunities for the entire staff to come together to work on common areas of need. Topics might include strategies for engaging students who appear to have temporarily "bought-out" of their work-group, or how to embed literacy strategies in content classes.

Support from Instructional Coaches

- The coaches hired by Path Academy will be veteran teachers who have been trained in FEI. Their role will be to help facilitate common planning time, observe teachers in classes, model strategies in the classroom, consult with individual teachers to help problem solve, and to be an additional pair of ears and support to all teachers, especially beginners.

In addition to these professional supports, the school staff will implement an intensive teacher evaluation system using the Connecticut SEED model, and will extend these techniques to Pathways staff, as well. The SEED model allows evaluation to be viewed as a professional development/feedback opportunity – a philosophy that will be embraced at Path Academy. Administrators will do routine formal and informal observations, using these as tools for professional development opportunities. This information will be reflected in the six professional development half days throughout the year, which will feature seminars themed around common staff needs. These strategies, along with regular department and team meetings, will ensure that the teachers and Pathways staff at Path Academy are fully supported and continuously developing their craft.

5. Student Assessment

A. Identify which individual(s) on the school's organizational chart will be responsible for overseeing the assessment system and provide evidence that they are well qualified.

Inside the school, the Principal and Director of Pathways will oversee the assessment system (academic and non-academic assessments, respectively). Both of these individuals will be well-qualified, as they will have come through a rigorous hiring process. Qualifications for hiring a Principal are described in Section I, question 3J above. Qualifications for hiring a Director of Pathways will include:

- Bachelor's Degree plus four years of relevant experience in integrating different work cultures as well as experience in leading complex organizations, youth development, human services, or experience within school system (Master's degree in relevant field preferred)
- Comprehensive knowledge of positive youth development principles and ability to interact with youth, staff, parents, and external constituents
- Strong written, verbal and computer skills
- Valid CT driver's license and reliable transportation and/or own vehicle
- Belief that every student can and will achieve in your class
- Belief in and commitment to the mission and core philosophies of school
- Openness to giving and receiving frequent feedback
- Ability to work effectively as a team member
- Willingness to be held accountable for student results
- Communication skills
- Demonstrated ability and experience to engage the interest of school aged students
- Ability to work with diverse students including those with special needs
- Ability to work well with parents, community and stakeholders
- Ability to juggle multiple tasks and initiatives at once
- Detail-oriented and self-directed
- Initiator, problem-solver, and creative thinker

The assessment system at Path Academy will integrate data from multiple systems for analysis. This will require a level of expertise in performance management and data systems that no one inside the small school staff will be expected to have. Instead, one of the contracted responsibilities of the charter management organization will be to help set up and maintain this system.

Path Academy intends to contract with Our Piece of the Pie®, Inc. (OPP®) as the charter management organization (background and reasons fully detailed in Section II, question 2J). As a successful youth development agency with a strong history of rigorous performance evaluation and data analysis, OPP places a strong emphasis on its assessment and evaluation capacity. To accomplish these tasks, the agency has an Office of Research and Organizational Performance, staffed by two experts in data systems, performance management, and evaluation (see Appendix O for resumes). These evaluation professionals have led OPP's day-to-day data management and analysis, as well as implementing the agency's overarching evaluation efforts. Most recently, this has included managing a third party formative evaluation of the community-based programs and services. In addition, the Office of Research and Organizational Performance (OROP) has managed the development of an integrated data system at the agency's partnership high school in Hartford, CT. This system has a plug-in foundation, which allows multiple data systems to plug and release data into a system that combines data into one synthesized report.

The Systems

As part of the management contract between OPP and Path Academy, OPP will provide oversight and management services for the school's technical assessment system. The OROP team will lend professional expertise and resources, such as the integrated data system, to Path Academy. The plug-in foundation will be used in the same manner at Path Academy, to get data from multiple management systems into one reporting mechanism. This will allow teachers to look at one report for student progress, providing them with the tools to quickly respond to

changing student needs. OPP will provide technical assistance in the set-up, training, and ongoing management of the assessment system.

The school plans to potentially use three systems for data management: PowerSchool, Kickboard, and Efforts to Outcomes. These three systems each provide a different set of data entry and analysis features and are all critical to measuring student progress. Founding members have been acquainted with a number of data systems over the past 18 months, and have chosen these three for their unique and critical assets.

Pearson's PowerSchool will be used to track basic student information (e.g. demographic, contact, etc.). It will also be the primary data system for tracking the needs and service plans for students requiring special education (using the add-on program, IEP Direct). Additionally, PowerSchool will provide a robust Parent Portal, so that parents may access information about their students. This portal will also be used to collect parent feedback for things such as surveys for Principal/teacher evaluations (detailed in Section IV). This system is used in a majority of Connecticut's districts, and provides a simple way to keep track of data required in state reports (see Appendix P for screenshots of this program).

Kickboard is a classroom management system that focuses on both academics and school culture. It will be customized to Path Academy's unique set of behavior expectations (described in detail in Section III, question 6), allowing teachers and staff to easily track student behavior, both positive and negative, by the click of a button. This information can then be analyzed using the system's graphical representation and analysis tools.

In addition, Kickboard will be customized to include all standards associated with Path Academy curricula. These standards may then be tracked by teachers for each individual student, showing their level of mastery as they progress through time. The system will automatically set up performance groups of students who may need extra attention and support on certain standards. This will allow teachers to easily track student progress and pull groups of students together for differentiated instruction. All assessments used in the school will be integrated into this system, either by direct input into the Kickboard system or upload of information from other systems (e.g. Edgenuity assessment scores). Similar to the school culture feature, individual, cohort, and aggregate student progress will then be monitored and analyzed using Kickboard's extensive analysis tools. This system will serve as the primary tools for teachers (their "gradebook"). It will allow them not only to track students, but to disseminate detailed progress information to school staff, school leadership, students, and families (see Appendix Q for screenshots from the program).

Finally, the school will use Efforts to Outcomes to track student progress in youth development and postsecondary preparation activities. A best practice in the field, Efforts to Outcomes is used in all Pathways to Success programs. It features a wide range of data capabilities and tracking options, as well as room for extensive case notes. This will be particularly important to Youth Development Specialists, who will be expected to keep detailed notes on all interactions with students and families. This is a capability not seen in either PowerSchool or Kickboard (see Appendix R for screenshots of this program).

Path Academy and the OPP will work together to create a combined data system to integrate data from all three of these sources. This will allow teachers, staff, school leaders, parents, and the Board of Directors to easily monitor holistic student progress, using Student Dashboards that summarize key information in color coded progress categories (see Appendix S for an example).

B1. Describe the provisions for the participation of all students (including those students identified as requiring special education) in the appropriate statewide mastery examinations of the CMT and the CAPT, which will be replaced by Smarter Balanced Assessments in the 2014-15 school year, and other alternate assessments for students through the PPT process.

Path Academy will comply with all state statutes and policies regarding student testing through statewide mastery examinations.

Connecticut Academic Performance Test (CAPT): Path Academy's first cohort of students will enter after the phase-out of the CAPT exam.

Smarter-Balanced Assessments: Students will take the Smarter Balanced Assessment in Band IV-- the equivalent of eleventh grade. Path Academy's technology-ready environment will make it possible to provide all students with an appropriate test-taking environment. We will have a 2:1 student-to-computer ratio, with machines available in both communal lab and classroom environments.

Path Academy will provide all necessary accommodations for students with special needs. We will offer support to students whose Individual Education Programs or 504 Plans require it. The following 5 types of accommodations will be provided as needed[1]:

1) Setting: Students will have the chance to take the assessment in a separate location, either individually or in a small group, with fewer distractions. Individual classrooms accommodating 20 students will be available. There will also be one resource room and two small breakout rooms that can be used for students identified as requiring special accommodations.
2) Timing: Students will have extended time and additional breaks, as needed.
3) Scheduling: Students will be able to take the test over the course of several sessions or days, in a different order, or at a time of day when they can best concentrate.
4) Presentation: Students will receive audio support as necessary. Students will also have access to bilingual booklets or word-word translation dictionaries.
5) Responding: Students will have access to a scribe, or voice recognition software in order to tape-record responses for later verbatim transcription, as necessary.

Alternative Assessments: If, during a PPT process, a student is deemed better suited for an alternative assessment, we will provide access to that assessment, in addition to any or all of the accommodations described above.

B2. Explain how the state test data will be used to determine, monitor, and report individual student, cohort, and school progress over time.

C. Describe the additional standardized assessment tools the school will use, including how they will be used to determine, monitor, and report individual student, cohort, and school progress over time.

D. Describe the non-standardized assessment tools (benchmark assessments, curriculum-based assessments, formative assessments, performance tasks, etc.) the school will use, including how they will be used to determine, monitor, and report individual student, cohort, and school progress over time.

We have developed a robust assessment system for Path Academy, which will track student progress on academic and non-academic skills. All assessments are seen as benchmarks so that students will be prepared to succeed in postsecondary education placements. To ensure this, students must demonstrate the following:

- Meet all of the academic requirements for Band V, including demonstrated proficiency on all of the state and Common Core standards embedded in Band V courses and activities and scored proficient on all standardized tests as a comparison to formative assessments
- Move through Bands I - IV by meeting the formative and summative requirements
- Within every subject or activity, meet all standards by scoring a 3 or higher on a 1-4 scale (4 is advanced which is beyond the required benchmark) based on at least two of the three types of assessment categories below
- Meet non-academic goals, demonstrated through classroom, youth development and postsecondary preparation activities

[1] Thurlow, M.L., Elliott, J.L., and J.F. Ysseldyke. *Testing Students with Disabilities: Practical Strategies for Complying with the District and State Requirements (2nd ed.)*. 2003.

See Section I, question 3F for details on non-academic assessments; a discussion on academic assessments is presented below.

Path Academy will track student progress using multiple measures of student mastery of skills. Each course will be aligned with a certain set of Common Core and/or CT State Frameworks standards. There will be a number of internal, non-standardized assessments on which students may demonstrate their level of skill mastery. These assessments will generally fall into one of three categories: 1) assessments from computer-based education programs (primarily, Edgenuity); 2) teacher observations (i.e. formative assessments); and 3) student projects (see project rubric materials in Appendix A). Teachers will track student competency on each of the key standards for the course by assessing all student demonstrations on a four point scale of proficiency:

1. Beginning
2. Emerging
3. Proficient
4. Advanced

As noted, teachers will look for students to achieve at least a 3 in order to be considered proficient on a certain skill. This scale will be used as teachers develop rubrics for formative assessments and student projects, and all other assessments (e.g. Edgenuity quizzes) will be aligned with this four point scale. Overall, teachers will use this four point scale to determine what they will need to see a student demonstrate in order to prove proficiency on each of the course's key standards. Once a student has earned a 3 or better on the four point scale for each of the course's standards, they will be considered proficient in the course, and will be moved forward into the next Band Level.

Students will also be required to demonstrate learning through standardized assessments, such as the Smarter Balanced Assessment. These summative assessments will serve as a "check" to the school's internal assessments, providing a degree of assurance that the student data being generated internally is reliable and valid and can therefore be used to inform instruction. In other words, Path Academy wants to be sure that if students are scoring proficient on all final products using our internal assessments, they would also score at high levels on external summative assessments. This balanced approach goes to the heart of the school's philosophy that no one tool, or even set of tools, can provide a complete picture of student performance. Even if one tool were sufficiently accurate to measure key skills or knowledge, it might not be structured to capture mastery of higher order thinking skills, such as a student's ability to create or analyze. For these reasons, Path Academy is committed to a balanced assessment system.

In terms of formal grading, students will be given report cards at the end of each trimester that represent a composite picture of how they are doing. This grade is NOT an average of graded assignments because Path Academy wants to capture growth toward proficiency. So while students would receive a grade of 1-4 for each course, the final grade number is weighted toward later scores as is the final grade for the course.

We therefore expect that while it would be common for students to receive 1s and 2s on report cards, most final course grades would be 3s and 4s. The variance is about how LONG it takes students to demonstrate/earn 3s or 4s not the exit criteria which is demonstrated proficiency. The exception would be for students who despite repeated attempts and continued support from staff do not get to this level. In this case, teachers might make the judgment that the student is better served by moving to the next course or activity as long as there is a loop-back mechanism to the standards still requiring work. In such a case, the student would be awarded a 1 or 2 because he or she has finished the course but has not demonstrated proficiency within it.

In terms of earning a "4," at Path Academy this indicates advanced work and it is intended to be a high bar. While a "3" certifies that the student has a solid grasp of the knowledge and application of the learning standards, a "4" indicates that the student is able to show the top level of higher order thinking skills such as creating and evaluating.

College Preparatory Standardized Assessments

In addition to the Smarter-Balanced Assessments, Path Academy has identified a few, critical standardized tests that we describe as part of our portfolio "College Preparatory Standardized Assessments:"

	Band I	Band II	Band III	Band IV	Band V
Smarter Balanced Assessments (SBA)		SBA Interims	SBA Interims	ELA/Math	
ACT	Explore	Explore	Plan	ACT	
PSAT/SAT			PSAT	PSAT/SAT	SAT
Accuplacer Diagnostic		x	x	x	x

The ACT, PSAT, SAT, and Accuplacer are all widely recognized and utilized college preparatory exams, measuring students' skill level against what they would need to know in order to be successful in college. In particular, Path Academy will begin assessing students on the Accuplacer Diagnostic when they begin Band II courses. This examination will provide concrete data as to how prepared students are for college reading comprehension, writing, and mathematics. Path Academy is committed to preparing our students for coursework at state colleges and universities with the need for remediation.

Non-Standardized Assessments

In addition to the state mastery examinations and College Preparatory Standardized Assessments, our assessment system will include a set of Common Core aligned non-standardized baseline diagnostics, mid-cycle interim assessments, benchmark assessments, and summative assessments. These will provide more frequent, detailed, and comprehensive data on student mastery.

Baseline Diagnostics

Upon enrollment, students will take the Basic Achievement Skills Inventory assessment (BASI), to determine their basic literacy, writing and numeracy skills. Data from the BASI will be used to assign students to Band Level courses and design appropriately student learning pathways. In addition, each Edgenuity course that students take begins with a baseline diagnostic. This assessment then automatically triggers an appropriate personalized learning pathway for each student, based on their skills and knowledge.

Mid-cycle Interim Assessments

The Path Academy academic calendar is divided into three trimesters and six Learning Cycles. At the mid-point of each trimester (end of a Learning Cycle), teachers will administer the Smarter Balanced Interim Assessments (see Appendix B for the academic calendar). For courses that are not covered in the Smarter Balanced Assessments, other interim assessments (teacher- or computer program-generated) will be implemented. Interim assessments will be administered prior to each Path Building week (described in Section I, question 3 intro), and data from the assessment will be used to determine what skills to focus each student on during that week.

Benchmark Assessments

While students will be continuously working on projects, teachers will create formative assessments that measure student progress towards the project's goals. Formative Assessments will be aligned with the Common Core Learning Standards, and will occur 4-5 times per Learning Cycle, with the purpose of providing students and teachers with real-time data on student progress towards proficiency on the standards and course goals. Teachers will record formative assessment data in class with students (using Kickboard) and analyze it to adjust instructional plans. Formative assessments may include ***verbal*** (accountable talk, one-on-one conferring), ***nonverbal*** (hand-signaling, color-coding, chalk talk), ***online*** (web 2.0 tools such as Padlet, Diigo, or voicethread that make student thinking visible), or ***off-line*** (exit slips, one-sentence summaries, reflections).

Summative Assessments

In every course, students will undertake a comprehensive summative assessment that measures proficiency on a set of Common Core Standards. Summative Assessments will include exams, individual and team projects, multi-media presentations, substantial written products, and Edgenuity Summative Assessments. Teachers, administrators, students, and community members will all be a part of scoring the student project assessments (using rubrics provided by teacher) – particularly the presentation component. As noted, all of these assessments will be aligned with the Common Core or CT State Frameworks standards. Edgenuity and other computer-based programs will already be aligned to these standards. Project rubrics will be aligned with these standards as well as the

school's academic and non-academic learning objectives (presented in Appendix G and Appendix I, respectively). Teachers will use research-based project rubrics and planning tools from the Buck Institute of Education as models when creating materials for specific course projects (see Appendix A for examples of these materials). Teachers will gather assessment data and bring them to Data Days in order to analyze how students are progressing on the Common Core Standards. They will also have time during the week (e.g. common planning on Wednesdays) to look at data in teams and make quick instructional method adjustments.

Using Assessment Data to Monitor and Report on Student Progress

Path Academy will monitor data from state, standardized and non-standardized assessments to track and report student progress. For the most part, non-standardized assessments will not be included in reporting, with the exception of summative assessments, which will feed data on some of the key student and school goals. All of these assessments (including non-academic assessments) will feed the school's Performance Framework (see Appendix H), which provides the school and Board of Directors with a way of measuring aggregate student progress in key areas related to the school's mission, vision, and core philosophies.

School and Cohort Progress/Monitoring/Reporting

Each trimester, we will compile a report for our Board and key stakeholders on the overall progress of our students, in the aggregate, in key sub-groups (Special Education, low-income, ELL, and gender), and by cohort. During the year, the report will share data on students' current proficiency levels, as well as gains. At the close of each year, the report will become part of our Annual Report, providing an historical and local context, comparing current rates to those from previous years, as well as to the district's and state's current rates. The year-end report will be publically available on our website, and will be proactively shared with stakeholders through our Annual Report. Path Academy will also host open forums/open houses twice per year to share school data with parents, Board members and community stakeholders. Students will be asked to share projects, allowing parents and other stakeholders to become familiar with how the school really works.

Individual Student Progress/Monitoring

Individual student progress will be determined and monitored as part of the data profile we create for students as they progress through our Bands. At each Band Level, teachers will meet regularly with each other to review data for individual students:

- bi-weekly data meetings to analyze formative assessment data
- mid-cycle data meetings to examine interim assessment data
- end-of-cycle "data days" to examine summative assessment data
- beginning and end of year anchor meetings to examine diagnostic and standardized test data

These meetings will support the school's continuous focus on data and using immediate feedback to improve instruction and student learning. The Principal will meet with content teams twice a year to analyze all standardized test data, including both the Smarter Balanced Assessment and other college preparatory assessments. These will be called anchor data days because they provide a critical foundation for teachers as they make decisions about their curriculum moving forward.

1) **Anchor Data Day 1**: *Before school opens*
Teachers will meet in content level teams to analyze all standardized test data from the year prior. They will identify various checking points within the scope and sequence for each course where they will assess students on the specific skills they struggled with on standardized tests. They will modify the curriculum so that students have multiple opportunities to practice those skills. In addition, they will plan to use appropriate formative assessment tools that illuminate student progress.

2) **Anchor Data Day 2:** *Immediately following the release of the current year's scores*
The Principal will also meet with teachers immediately following the release of the current year's scores so that teachers can track progress on particular skills where students need more support for the rest of the year. Teachers will align their formative assessment tools with the Smarter Balanced Formative Assessment Tools so that they can monitor progress throughout the year within the context of their own classrooms. The test data will always be

analyzed in comparison with other school data in order to see any discrepancy between the school's internal assessments and the standardized, external assessments. Path Academy wants to be sure that if students score proficient on all final products using our internal assessment rubrics, they would also score at high levels on external summative assessments. This balanced approach goes to the heart of the school's philosophy that no one tool, or even set of tools, can provide a complete picture of student performance.

The combination of Kickboard (http://www.kickboardforteachers.com/) and Powerschool (http://www.pearsonschoolsystems.com/products/powerschool/) will allow us to undertake real-time data analysis, with comparisons to previous years, as well as to their cohort, sub-group and overall school data. In order to identify current gaps, teachers will conduct item analysis on tests (if and when test questions are made available). In addition, as previously noted, all data systems will be "plugged in" to the foundational system provided and managed by the charter management organization. This will allow data from all systems to be synthesized into one report that will give a holistic view of student progress.

Individual Student Reporting

Assessment scores of individual students will be reported in the following ways:
To Students: Teachers will meet with students individually to go over their standardized test scores during one-on-one conferences. Families will be encouraged to attend this conference. The purpose of the conference is to identify gaps in student learning, and to establish goals and plans to address the gaps. Smarter Balanced is in the process of creating question-level data analysis tools that will give both the teacher and the student a better understanding of the student's score. Students will also review summative assessment scores with teachers, as needed.

To Families: Families will receive an electronic notification of their child's standardized test score through the parent portal on Kickboard or Power School. These reports may include individual and cohort/school data, as well as the student's scores from the previous year, for comparison. Teachers will discuss standardized test scores at the next family/student conference. Families will also receive a hard copy of the scores through the mail. Families will also receive progress reports and report cards, using the assessment data from interim and summative assessments.

To the Board: Results from all standardized tests will be published in Path Academy's annual report along with statistical information about student demographics. This report will be available to all parents and students and will be posted on the school's website for public viewing. The Principal will submit academic achievement reports to the Board after each trimester. In addition, the Principal may provide student progress data (based on interim and summative assessments) to the Board during any of the Board's twelve meetings per year.

E. Define a purposeful and practical approach for measuring student progress toward achieving non-academic goals tied to the school's mission and educational priorities.

Path Academy will provide the necessary programs, services and supports to ensure that students achieve the following non-academic goals:

1) Students will demonstrate mastery of core **social-emotional competencies**
    a. Demonstrated through Thrive curriculum and measures (see Section I, question 3F for a detailed description)
2) Students will demonstrate mastery of core **career competencies**
    a. Demonstrated through Career Competency Development Training course and Work Readiness Credential assessment (see Section I, question 3F for a detailed description)
3) Students will demonstrate mastery of critical **21st century non-academic skills** (based on the Partnership for 21st Century Skills)[1]

[1] Partnership for 21st Century Skills. 2011. *P21 Common Core Toolkit: A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills.*

   a. Demonstrated through continuous internal assessments, in particular, project rubrics (see Appendix I for the four core non-academic learning objectives for Path Academy)
4) Students will be prepared to succeed in **postsecondary placements** (college and career)
   a. Demonstrated through successful participation in youth development activities (e.g. Thrive curriculum)
   b. Demonstrated through successful participation in workforce development activities (e.g. Career Competency Development Training)
   c. Demonstrated through mastery of core social-emotional, career, and 21st century non-academic skills

Path Academy's mission is to prepare our students for postsecondary success through our Pathways approach emphasizing positive youth development, strong academic preparation, and workforce development. We have articulated the academic assessments above. In addition, the youth development will be measured by the **Thrive** curriculum assessments (see Appendix J for an example); and workforce development skills will be measured by the **Work Readiness Credential** (see Appendix K for sample test questions). These programs and measures are described in detail in Section I, question 3F above.

In addition to these assessments, we have identified four cross-cutting skills essential to success in each of our arenas, based on work from the Partnership for 21st Century Skills (see Appendix I for a detailed explanation):

1. Life & Career Skills
2. Integrity
3. Accountability
4. Cross-cultural skills

For these skills, we are committed to providing students with consistent, anecdotal, evidence-based information on their progress towards proficiency, while also providing students with the opportunity to develop the capacity to self-assess. As these skills are truly critical to student success and cut across content and skills area, student progress will often be tracked within assessments for academic skills (e.g. project rubrics), and non-academic skills (e.g. Thrive assessments, Work Readiness Credential assessment). This information may also come from bi-weekly student check-up forms that rate their non-academic skills on a scale from 1 (needs improvement) to 5 (outstanding). This form would include an opportunity for students to self-assess and for teachers to agree with or change the student's rating. Teachers and students would need to include evidence that supports their rating for each non-academic skill. Evidence for a rating might include a student standing up for another student (integrity), an essay that offers a global understanding of an environmental issue (cross-cultural skill), or taking responsibility for not following through on a project assignment (accountability). Students would not be penalized for low scores, but would be publicly rewarded in front of the school community for significant demonstration/progress as part of the school's culture focused on positive youth development (see Section III, question 6 for details on the school's discipline system).

F. Describe how the school will use student assessment data to improve curriculum and instruction.

Improvements to curriculum and instruction will be driven at two levels: first, with teachers, at the classroom and department level; and second at the administrative level.

Administrators will participate in several types of data meetings: Data Days to examine interim and summative assessment data and identify critical curricular and instructional improvements; and beginning and end of year anchor meetings to examine diagnostic and standardized test data. In addition, administrators will observe classes to identify weaknesses in instruction.

Teachers will participate in the same data sessions as administrators, and in addition, they will meet in bi-weekly data meetings to determine where students are and are not making progress. Meetings will follow a cycle, beginning with the examination of baseline/diagnostic data, where decisions are made about individual student pathways for learning. At the 3rd-4th meetings teachers will share formative assessment data, and make determinations about

appropriate modifications and improvement to curriculum and instruction in order to better meet students' learning needs. The final meeting of the trimester will be devoted to an examination of summative assessment data. In all meetings, teachers will be specifically focused on using data to identify areas of the curriculum, or aspects of instruction, that did not adequately prepare students for success on the assessments.

As part of Path Academy's professional learning community, teachers will be the drivers of instructional decisions by engaging in ongoing inquiry cycles. The inquiry cycle is a process through which teachers make informed, data-driven decisions about how to improve instruction to meet their students' needs.

In weekly content-level teams, teachers will engage in Path Academy's inquiry cycle (adapted from the Coalition of Essential Schools (http://www.essentialschools.org/resources/72#sidebar2) process:

1) **Start with Student Assessment Data**: Which skills do students need to get better at? What do teachers notice from baseline assessments and standardized test data?
2) **Develop a researchable question**: What do teachers need to find out in order to support student achievement with a particular skill or set of skills? For example, How can students write more analytically?
3) **Research the question**: Teachers find research that helps them answer the question. This could be a part of a book about writing instruction or a few articles from a credible online resource (The National Writing Project or Edutopia).
4) **Design Instruction**: Teachers design instruction that reflects what they have learned from the research process and what they believe will help their students improve. They also need to identify formative assessments (writing samples, exit slips, oral responses) that will give them the data they need to assess whether or not the strategy worked.
5) **Teach and Collect Data**: Teachers will record themselves trying out particular instructional strategies. When they meet as a team, they will bring the video clip and student work to analyze.
6) **Analyze Student Work**: Teachers will use a peer coaching and observation protocol and an examining student work protocol to watch the video clips and analyze the student work together.
7) **Derive Implications for Instructional Change**: Teachers will evaluate the instructional strategy they tried and how effective it was. They will make decisions moving forward about whether or not to use the strategy again in a different way or try something else completely.
8) **Share findings with school community**: Teachers record their findings in short reflections and put them in a portfolio. Once a month teachers share their inquiry cycle conclusions by presenting their work to each other and the principal.

Student assessment data will feed these conversations. In turn, these conversations will feed ongoing refinement and development of curricula. As noted in Section I, question 3H above, this will be completed by teachers and instructional coaches (minor) or the curriculum development committee of school leaders and teachers (major).

G. Include a plan to address the needs of students who do not meet established achievement targets.

The Path Academy academic program is designed to target the specific needs of each student. Therefore, achievement targets are based on where each student starts, their skill level, and an assessment by teachers of when they should be expected to achieve certain targets and objectives. This speaks to the school's philosophy of identifying the issue before offering solutions, and understanding each student as an individual.

Each student's Youth Development Specialist (YDS) will act as the central hub for their services and progress. They will coordinate teams associated with educating each student to discuss the needs of students who are not meeting established achievement targets. They will also meet with students to determine whether achievement is being blocked due to academic or non-academic reasons, and provide resources to mitigate the latter.

Scientific Research-Based Interventions (SRBI) Framework

Path Academy will incorporate a Scientific Research-Based Interventions (SRBI) framework (that includes an Early Intervention Process) to address student needs. All students are within/receive Tier 1, general education curriculum and any other supports deemed necessary for their progression (e.g., ESOL program for ELL students, described in Section III, question 4; special education services for students who require them, described in Section III question 3). If they do not progress within Tier 1 (or, conversely, if they progress ahead of their peers), teachers and staff will make recommendations (based on data and documentation of strategies tried) that such students be given access to additional supports in Tiers 2 or 3.[1]

Teachers and staff will look at data regularly to ensure that all students are progressing at an appropriate rate (Early Intervention Process). This will be accomplished with an extensive assessment system (described in detail in Section I, question 5) and ample teacher data analysis time and support built into the school day/week/year (described in detail in Section I, questions 3-5). This data analysis will include measuring student progress (trendlines) against expected progress (aimlines based on achievement targets/cut points). If student progress is not being made to the expected level or at the expected rate, higher levels of support will be provided. Data monitored will include: academic, behavior, social-emotional/life skills data.

Each student's Youth Development Specialist will coordinate services between teachers and Pathways staff, and will therefore be included in all meetings around student progress and academic supports. Due to the small school environment and small staff, all teachers and staff involved in teaching and learning will attend team meetings to address student services/needs. All data, request forms from teachers recommending extra supports and records of student progress will be presented to and maintained by the student's Youth Development Specialist, but will also be tracked by the teachers providing the services.

The SRBI framework will provide processes for teachers and Pathways staff to talk about instruction, student learning, and progress and to recommend interventions for students. Path Academy's SRBI framework will use research-based teaching methods and interventions, track progress students receiving these interventions, and use data to determine how students should move on after interventions are implemented with fidelity.[2]

TIER 1 will be comprised of the general education curriculum. At Path Academy, this will include the previously discussed instructional methods and curricula and include differentiated instruction and small classes. It will also include Intervention/Acceleration (I/A) blocks for students to work independently or with teachers on specific skills that they have not yet mastered. Teachers will continuously monitor student progress and analyze data. Tier 1 will also include school-wide attendance outreach (performed by Youth Development Specialists) and behavior tracking (performed by all staff through the school's classroom management system, Kickboard – described in detail in Section III, question 6). All students will be given access to appropriate general education curriculum (including ESOL for ELL students) and special education curriculum (per students' IEPs).

TIER 2 will incorporate supplemental and targeted interventions. These interventions will be short-term (the length of a Learning Cycle at Path Academy, i.e., 6-8 weeks) and integrated into the general education curriculum. This may include the use of Enrichment Activity periods for further student support work, targeted interventions during the summer Enrichment Week, or tutoring services. These services will likely be offered in small group settings for students performing at similar rates of progress and in need of the same intervention. Tier 2 services will be available for students who are not progressing to the level or at the rate expected, as well as for students who exceed the expected level/rate, who may need access to accelerated learning.

TIER 3 will primarily involve heightening the intensity or individualization of the intervention. The intervention might be changed/different from those used in Tier II, where the student still did not make the expected gains. Small groups or one-on-one groupings will occur, or the intensity and duration of the intervention work may be increased. Interventions and student progress will be monitored more often, and the interventions will be offered for

[1] CT State Department of Education, Bureau of School and District Improvement. 2008. *Using Scientific Research-Based Interventions: Improving Education for All Students. Connecticut's Framework for RTI.*

[2] Windham Public Schools. *Scientific Research-Based Intervention (SRBI) Manual.* 2012.

shorter periods of time (half of a Learning Cycle). Again, these interventions will be offered to students who are not progressing under Tier 2 interventions, and, so, still unable to meet grade-level/content-area expectations in the Core/Tier I, or to students who continue to exceed expectations even with Tier II instruction/intervention.

After each set of interventions, the student's YDS will convene a meeting of teachers (parents will be invited) to consider the progress that the student has made with the interventions. When an intervention in is not successful, we will start with the following questions before determining if a student needs higher level supports:

- Was the correct area of need/weakness identified?
- Was the correct intervention (one matched to the area of need) provided?
- Was the intervention chosen research or evidence-based?
- Was the intervention taught/provided with fidelity? (i.e., Did the teacher teach it/implement the intervention the way they were supposed to?)

If Tier 2 interventions have not been successful, students will be recommended for Tier 3 interventions. If Tier 3 interventions are not successful, other options may be considered. For students who are not progressing, this could include consideration of referral for evaluation for a disability/special education needs.[1]

H. Describe the process and timeframe to inform students' families of their child's performance and progress.

Families will be kept informed of student progress in the following ways:

- Upon enrollment individual learning pathways will be established for students, and families will be informed of the overall plan.
- Progress reports will be sent home at the end of each Learning Cycle (six times per year), and report-cards at the close of each trimester.
- Families will be invited to attend 3 conferences with teachers, Pathways staff and students, where learning pathways will be revised and reorganized to reflect new learning goals. These will occur at the close of each trimester.
- Families will be sent standardized assessment data as it becomes available.
- Families will have continuous access to data from teachers and Pathways staff as they update it through parent portals in Kickboard and/or PowerSchool (includes information on academics, behavior, youth development, workforce development).
- Families will be invited to open houses at the school two times per year to learn about whole school data and processes.

I. Describe the process for developing Student Success Plans (grades 6 – 12) to include the core requirements as described on the State Department of Education website.

Pursuant to Public Act 11-135, Path Academy will develop Student Success Plans for all students. These plans are individualized and student-centered, providing students support in setting goals for academic, career, social, emotional, and physical development.

The process will begin with school leaders and staff attending training on Student Success Plans and seeking out best practices on core components (staff will be trained on these in standard professional development for Path Academy, as they directly align with core school philosophies). Plan frameworks will be developed, aligning core elements with measures of student progress.

---

[1] CT State Department of Education, Bureau of School and District Improvement. 2008. *Using Scientific Research-Based Interventions: Improving Education for All Students. Connecticut's Framework for RTI.*

Youth Development Specialists will be responsible for developing these plans with students upon arrival at the school, and maintaining/updating them through the computer-based data system throughout the student's tenure at Path Academy. They should include student goals, a pathway to achieving these goals, and a compilation of student best work samples. These plans will also be shared with families during conferences at the end of each trimester.

Student Success Plan recommendations from the State Department of Education directly mirror the school's core strategies, calling for plans to include three core components: academic development, career (workforce) development, and social-emotional/physical (youth) development. Students and their YDS will build a plan based on these three core components, using the state's Specific Model Criteria and other recommended elements. Underlying all three of these components will be a focus on students mastering critical 21st century skills, such as technology skills, innovation, and life/career skills. Path Academy will use the state's plan framework, as well, illustrating model criteria, recommended elements, examples of how the students will achieve these, and staff who will support them in doing so.

YDS will then monitor student progress on these plans, sharing data with all teachers and Pathways staff who are involved with educating each student. Data on student progress will also be shared with Path Academy's Board of Directors, and reported to the State Department of Education annually.

These plans will be created for student at Path Academy, including English Language Learners and student requiring special education. In the case of these students, additional staff members will be asked to join the planning process to ensure appropriate path setting (e.g. TESOL-certified teacher, special education certified teacher).

II. Strength of Organizational Effort

1. Description of Founders

A. Provide the resumes and a list of the founding group members that developed and designed the application for the proposed school, including background, relevant experience, and/or qualifications of each founding member.

Nine founding group members came together over a period of 18 months to develop Path Academy and design the application for the proposed school. Resumes for each of the nine can be found in Appendix T. Each founding member brought a unique background and set of skills to the process:

Bob Rath is the President and Chief Executive Officer at Our Piece of the Pie (OPP), a youth development agency based in Hartford, Connecticut. With more than 30 years of experience in organizational leadership, Bob led the transformation of OPP into a youth development organization intently focused on helping urban youth, ages 14-24, become successful adults. OPP's signature program, Pathways to Success, has been successfully implemented in three settings: community-based centers, high schools, and community colleges. In particular, OPP's high school-based programs target over-age, under-credited youth, and currently exist in the Hartford, CT (Opportunity High School) and Bloomfield, CT (Learning Academy at Bloomfield) areas. Along with working to expand Pathways in communities and schools across the state and nation, Bob is engaged in state and federal policy agendas, pushing for a greater focus on our country's struggling students and high school dropouts. Bob was recognized as a "Local Hero" by Bank of America in 2006, served as Chair for the CT Children's Council, served as Treasurer and Board member for the National Youth Employment Coalition (NYEC), currently serves as Chair for Communities Collaborating to Reconnect Youth (CCRY), the CT Employment and Training Commission Youth Committee and has been a member of the Hartford Chamber of Commerce since 2006. Most recently, Bob was awarded the 2010 State of the Schools Award, in gratitude for improving the state of Hartford's schools.

Hector Rivera is a passionate, Latino professional with over 20 years of non-profit expertise. He earned his bachelor's degree in Human Services from Springfield College and holds a dual master's degree in Management and Business Administration from Albertus Magnus College. He has been with Our Piece of the Pie for over 13 years. Initially hired as a case manager, Hector's knowledge, drive and ambition has propelled him into various leadership roles. During this tenure he has been responsible for the day-to-day operations in the areas of the education, youth development, and employment. Currently, Hector is the Chief Operating Officer which includes day-to-day oversight of Our Piece of the Pie's Youth Development, Academic, Employment, Youth Business and Vocational Services. As Chief Operating Officer, he is a forward-thinking, results-oriented, and compassionate leader who prides himself on making sound and ethical decisions that ultimately advance the organization, cultivate emerging leaders, and improve the lives of disenfranchised youth.

Scott Sugarman joined Our Piece of the Pie (OPP) in 2011 as Director of Educational Initiatives, coming on specifically to oversee the expansion of OPP's high school sites. Scott first entered the field of education through the U.S. Peace Corps, as a public health educator in Africa and Southeast Asia. After discovering his passion for education, he joined Teach for America, working with students with special needs in Hawaii. Following this, Scott joined New Leaders for New Schools in Washington, D.C., where he led an alternative school for students with emotional needs for three years. Scott continues to bring a critical expertise in academics to OPP, helping to redesign the organization's academic services area and as the agency seeks to develop schools focused on over-age, under-credited students across Connecticut.

Sean Seepersad, Ph.D., joined Our Piece of the Pie (OPP) in 2011 as the Senior Director of Research and Organizational Performance. Holding a Ph.D. in Human and Community Development from the University of Illinois – Urbana-Champaign, Sean brings significant expertise in youth development and evaluative research to

OPP. Among many projects completed while at the University of Illinois, Sean conducted a comprehensive evaluation of the Champaign County Operation Snowball, a teen problem-prevention program. Just prior to joining OPP, Sean was Assistant Professor at California State University – Fresno (CSUF), where he also worked with a number of community agencies. Hired as a part of the agency's newest evaluative initiative, Sean is leading the continued integration of rigorous program evaluation and performance management into OPP's culture, ensuring that OPP can continue to serve urban youth in the most effective ways possible.

Chris Murray has been Director of Finance at Our Piece of the Pie (OPP) since 2011. Holding associate's and bachelor's degrees in accounting, Chris has over 25 years of experience in the field. Before joining OPP, Chris was Staff Accountant for the Bristol Housing Authority, where she managed finances for low-income, moderate income, and elderly housing communities. Additional prior experience includes 21 years in corporate accounting, specializing in payroll, metrics and measurements, and reporting. Chris has brought this expertise to OPP, managing all finances for the agency.

Rosa Plaza has been Director of Human Resources at Our Piece of the Pie (OPP) for 14 years. Serving all human resource functions for the agency, Rosa oversees hiring practices, onboarding of new employees, compensation packages, employee relations, and safety and health benefits administration. Notable recent projects include successful implementation of a new web-based technology for Payroll administration, working with management to secure a Pension Plan yielding more investment returns, successfully negotiating organizational restructuring, and streamlining hiring practices. A resident of Hartford for nearly 40 years, Rosa was recipient of the 2012 Neighborhood Service Award from the Southside Institute Neighborhood Alliance. Rosa has had several notable mentors who have influenced her journey and credits them with developing her passion for serving urban youth. OPP's foundation of support through building mentoring relationships has driven her career with the agency. Rosa believes that youth should never walk alone through life, and with a caring adult by their side, they can strive for greatness.

Cassandra Sullivan has been with Our Piece of the Pie (OPP) since 2008. Currently the agency's Manager of External Affairs, Cassandra oversees OPP's areas of: individual & event fundraising; government, corporate & foundation grant management; internal & external communications; state & federal policy review; and volunteer recruitment & management. In 2012, Cassandra was one of sixteen U.S. State Department *Social & Economic Challenges for Future Leaders* Fellows for a nonprofit exchange program with Turkey which, through hands-on experience and professional workshops both in the U.S. and in Turkey, emphasized the relationship between & the state of nonprofits/nongovernmental organizations in each country. A 2008 graduate of the University of Connecticut with Bachelor of Arts degrees in Psychology and Sociology, Cassandra is currently pursuing a Master's in Public Administration with a certificate in Nonprofit Management from the University of Connecticut. With growing work, personal and academic experience in leadership, research, urban education and community involvement, Cassandra is committed to working towards a culture where all can access opportunities, realize their potential and succeed.

Jinelle Hooker has been with Our Piece of the Pie (OPP) since 2004 in a number of roles throughout the agency's three main areas of youth development, education, and workforce development. Currently serving as Supervisor of Pathways for the agency's Eastern Connecticut community-based site, Jinelle leads one of the replication and implementation efforts for the agency, providing youth development, academic support, and workforce development services for youth from 40 regional towns. During Jinelle's time at OPP, she has led various initiatives. She was given the task of researching and implementing OPP's first online high school program, Penn Foster, which has been an outlet for many OPP members whose primary goal was to attain a high school diploma. She was also responsible for the successful execution of OPP's first vocational training program, Office Procedures and Technology, which provides participants with a nationally recognized Microsoft Office Specialist certification. Jinelle also successfully led the implementation of OPP's workforce development model into the Journalism and Media Academy in Hartford, which helped 65 students increase attendance and participation. As the supervisor of employment services, Jinelle led one of OPP's biggest summer youth employment programs to-date, serving over 300 youth placed throughout the greater Hartford area. Jinelle graduated with a bachelor's degree in Organizational Communication from the University of Medellin in Medellin, Colombia.

Kathryn Rock, External Affairs Specialist, has been with Our Piece of the Pie (OPP) since 2010. In this role, she collaborates to lead the agency's policy initiatives, researching, analyzing, and publishing materials on agency-related best practices, policy issues, and bills. In addition, Kathryn is responsible for researching, composing, and managing grants to various funders of the agency. A graduate of the University of Connecticut, Kathryn earned a Bachelor of Arts in Individualized Studies, focusing on Child & Family Policy and Legal Studies, in 2010, followed by a Master of Public Administration with a concentration in Social Policy in 2011.

B. Discuss the process by which the school design and application was developed, including the roles and responsibilities of the founders during the process.

School Design Process

Founding members worked together for 18 months to craft a school design focused on helping over-age, under-credited (OU) youth succeed. In particular, the founding group was interested in focusing on the Windham area. Although a small urban area, Windham sees a nearly 40% dropout rate each year, and is home to students with barriers often more severe than those seen in Connecticut's major cities. However, it is severely under-resourced and students who struggle in a traditional high school setting have no high quality alternative options. As colleagues in the field, founding members chose to come together to craft the alternative setting that these students deserve, using innovative instructional techniques and the Pathways program foundation to help students achieve mastery of the skills necessary for success in college, career, and community.

Working under the support of youth development agency, Our Piece of the Pie, this has encompassed designing an innovative academic plan to lead students to mastery of critical skills, developing an operations plan to support innovative instructional methods, and reaching out to community leaders and stakeholders to form key partnerships. Planning began with a research period, in which founding members learned about best practices and successful strategies. Included in the research period were site visits to high-performing, unique and innovative high schools serving at-risk youth: KIPP (Houston, TX) and Carpe Diem Collegiate Middle-High School (Yuma, AZ).

After research, the design process began with a discussion of what causes OU youth to disengage from education. Whether these reasons are personal or academic issues, traditional school models simply fail to address them, leaving our most in-need students without the necessary supports to succeed. This discussion informed the creation of our mission and vision for the school, as we looked at how Path Academy could impact not only OU students, but their communities, as well. Once these foundational items were complete, founding members worked together, and with a number of outside consultants and organizations, to develop detail around the technical aspects of the school design. We combined our expertise with that of field experts in the areas of curriculum, school operations, business management for schools, and programming for specific student populations to design a strong and sound model.

The focus of this model was on how to re-engage OU youth, using research-based instructional methods and proven youth and workforce development techniques. Using combined expertise, we developed an academic plan that addresses the shortfalls of traditional schools, and will provide students with a way to build, and stay on, their own personal paths to success. Keeping in mind the school's core PATH values of Personal Development, Achievement, Teamwork, and Humanity, the operations plan followed from the school vision and design.

Roles & Responsibilities of Founding Members

All founding members played a role in developing the entire application, coming together every few weeks for continued discussion and planning. Beyond this, each individual contributed specific skills and focused on specific portions:

Bob Rath – With extensive experience in organizational leadership and management, Bob focused his efforts on developing the school's governance and management plan. In addition, Bob worked to advance relationships with

key leaders in the Windham-area community and Windham Public Schools district. These leaders then worked with the founding members on critical portions of the application, such as programming for special student populations (described in Section III), development of enrichment activities and partnerships, and teacher/staff recruiting plans. Finally, having previous experience with capital projects, Bob led the founding members' search for an appropriate building for the school, and the subsequent architectural planning.

Hector Rivera – Bringing a wealth of youth and workforce development expertise to the process, Hector led the incorporation of the Pathways to Success program elements into the school's plan. Additionally, with a background in managing operations, Hector was in charge of planning for the large-scale school operations. This included reaching out to the appropriate Windham-area experts and creating procedures for key elements of the school, such as transportation, health services, and food services (described in Section IV).

Scott Sugarman – As the founding group's education expert, Scott worked with education consultants to develop the school's academic plan, including instructional strategies, curricula, assessment plans, and the school culture and discipline system. In addition, Scott worked with district leaders from Windham to devise programming plans for English Language Learners (described in Section III, question 4) and students with disabilities/special education needs (described in Section III, question 3). Scott also worked with consultants to define day-to-day operations plans, including teacher and staff professional development (described in Section I, question 4F). Finally, Scott led planning for enrollment and admissions strategies, including development of recruitment and marketing plans (described in Section IV, question 5).

Sean Seepersad – With a background in research and evaluative studies, Sean led the founding group's planning in three major areas. First, Sean conducted a segmentation analysis (see Appendix U for the study) to determine how many students currently in Windham could be defined as over-age, under-credited, and how their characteristics (demographics, educational classifications) varied from on-time students. Second, he conducted a catchment area study (see Appendix V for the study) to identify the potential number of over-age, under-credited youth in the general Windham region. And finally, Sean and his team focused on extensive planning for whole school evaluation methods, to ensure the long-term ability to assess success.

Chris Murray – Bringing finance and accounting expertise to the group, Chris focused on the application's budget requirements. Working primarily with Bob and school finance consultants, Chris provided financial modeling, created final budget spreadsheets, and developed financial policies and procedures (see Section IV, question 3 and Appendix W for financial documents).

Rosa Plaza – As the founding group's human resource expert, Rosa worked with other founding members to develop human resources policies. Working with Scott, she developed job descriptions, recruitment and evaluation systems, and general employment policies (see Section IV, question 1 for human resources policies).

Cassandra Sullivan – With a background in marketing and communications, Cassandra focused on developing outreach and communications materials in relation to the application. These materials were used when developing partnerships with Windham-area leaders. In addition, as the group's leader in writing related to expansion and funding initiatives, Cassandra oversaw the technical writing elements of the application process.

Jinelle Hooker – As the founding group's "on-site" member in Eastern Connecticut, Jinelle focused on developing relationships with community partners. In particular, she honed in on partnerships for specific school supports, such as experiential learning opportunities and potential internship placements.

Kathryn Rock – Bringing experience in policy research/interpretation and technical writing, Kathryn served as project manager for the charter application process. Working with consultants, district leaders, and all founding members, she managed discussions, planning processes, and writing, as well as serving as the technical writer for the bulk of the application.

C. Identify any organizations, agencies, or consultants that are partners in designing or establishing for these partners proposed school, including a brief description of the current and planned role and any resources they have contributed or plan to contribute to school development.

Our Piece of the Pie (OPP) served as the primary support for founding members during the planning and design process for Path Academy. First and foremost, OPP's signature Pathways to Success program was used as the foundation for much of the school's design. Materials on youth and workforce development practices were available to founding members through OPP's extensive work with OU and at-risk youth. In addition, OPP provided significant resources to the planning process. Support from national and local foundations, including the Carnegie Corporation of New York and the H.A. Vance Foundation, supported consulting work, primarily for the school vision and design. In addition, OPP provided legal and architectural support, from Cooney, Scully, and Dowling and Crosskey Architects, respectively. These supports were key for the founding members' work on contracts, financial materials, and building plans. OPP plans to continue work with Path Academy as the charter management organization (details on this relationships are explained in question 2k below).

The education consulting firm, **reDesign**[1], was instrumental in developing and refining the school's academic plan, including core educational philosophies, curricula, instructional strategies, and assessment systems. Previously known as the Center for Urban Education, this group offers school, program, and curriculum design support for schools, as well as instructional coaching and leadership development. As the Center for Urban Education, this group was instrumental in the success of New York City's transfer schools, which also cater to over-age, under-credited students. Given their broad experience with school design and our target population of students, reDesign has offered critical expertise to this project.

Consultants from this firm, **Adina Schecter** and **Antonia Rudenstine**, worked extensively with founding members over a period of 9 months (resumes for both consultants can be found in Appendix L). Their combined experience as teachers, school leaders, curriculum designers, and trainers of charter applicants lent a great deal of expertise to the planning process for Path Academy founding members. Primarily working with Scott Sugarman and Kathryn Rock, these consultants collaborated to design a new set of curricula for the school, in addition to creating an assessment system and professional development plan. reDesign will be involved in delivering professional development, particularly for teachers and school leaders, both prior to school opening and continuously throughout operation.

In addition to reDesign, founding members worked with education consultant, **Ephraim Weisstein** on the academic program and operational plan for Path Academy (see Appendix L for his resume). Founder of nationally acclaimed alternative high school models, Diploma Plus and Schools for the Future, Ephraim also has extensive experience working with at-risk youth and over-age, under-credited students. Further, as former Vice President for the Commonwealth Corporation and Director of their Center for Youth Development and Education, Ephraim brings knowledge around youth strategies and programs supplemental to education. In addition, as a former teacher and school leader, he has specific insights on school operations. Ephraim worked with founding members and consultants from reDesign on development of the curricula, assessment system, discipline system and day-to-day operations structure (e.g. unique school schedule). He will be involved in delivering training for Path Academy staff, particularly prior to school opening.

Charter School Business Management, Inc. (CSBM)[2] also joined founding members as a consultant on some of the business management aspects of the charter application. CSBM works with charter schools and support organizations to ensure sound fiscal and operational practices. The financial consulting agency was founded in 2006 by Raj Thakkar, a former Chief Financial Officer for a New York charter school. Having worked with over 100 schools and organizations since inception, CSBM provides a wealth of resources for planning around finances and school management. CSBM worked with Path Academy's founding members to work through specific school

[1] http://redesignu.org/
[2] http://www.csbm.com/

management issues – primarily, management structure and budget plans. If approved, CSBM would likely be involved to some degree as the school launches, to ensure implementation of the best school business management practices.

Finally, founding members worked with many stakeholders in the **Windham** area, seeking input and information during the design process. Founding members continuously met with Windham Public Schools officials, including Superintendent Ana Ortiz, Special Master, Dr. Adamowski, and other district-level leaders. In particular, district leaders worked with founding members to develop appropriate programs for students with disabilities (Jeff Forman, LeeAnn Packer) and English Language Learners (Beth-Ann Brunet), specially tailored to meet the needs of the Windham area's student population. Founding members also worked with leaders from the Windham Federation of Teachers, Randall Prose (President), Kathy Koljian, and Lindsey Hepple (Treasurer), on staffing and staff recruiting plans, as well as community businesses and service providers on partnerships to provide students with learning opportunities and necessary services. Path Academy plans to carry these partnerships forward, to ensure that programming continues to be the most effective for its students.

D. Identify which members intend to serve on the governing council.

None of the founding members intend to serve on the school's Board of Directors (the governing council for the school). Board member qualifications are described in Section II, question 2 below.

E. Describe whether/how many members of the founding group are anticipating moving into another role or relationship (e.g. employee, consultant, etc.) with the proposed school.

None of the founding members are anticipating moving into another role in the proposed Path Academy. Path Academy does plan to contract with Our Piece of the Pie as the charter management organization (details on this choice are presented in question 2k below).

2. School Governance and Management

A. Indicate the structure of the council, including officers, members (indicate voting and non-voting ex-officio members), and length of terms and committees (denote the officers or members on each committee).

Path Academy will be governed by a Board of Directors, made up of up to 15 members, which will work with the school's leader (Principal) and charter management organization to ensure that continued success of the school. Formation of the Board will consider the student population, and will therefore be, at least in part, established after student recruitment begins. In order to create a strong team of leaders for the school, the Board must also reflect a diverse range of skill sets and perspectives. Therefore, groups targeted for involvement will include (numbers targeted for each group are included):

- Windham-area community members, representing any combination of higher education, business, legal, faith-based, a**nd social service communities (up to 11**)
- School teachers[1] (1)
- School Pathways staff[2] (1)
- School leader[3] (1)
- Students[4] (1)
- Parents[5] (1)
- Chairperson of the Windham Board of Education or designee (1)

The Path Academy Board will maintain four permanent committees: **Academic Excellence**, **Governance**, **Development**, and **Finance** (see Section II, question 2E below for descriptions). Each committee will target a membership of three Board members. As additional issues arise, task forces will be created. Non-Board members will also be recruited to these committees and task forces (as non-voting members). This will serve two purposes: first, additional individuals may offer concrete skills that are needed on a particular topic; second, this limited commitment offers an opportunity to build interest for potential new members.

Board members will be expected to serve two year terms, which may be renewed up to three times. Officers – **Chair**, **Vice Chair**, **Secretary**, and **Treasurer** - will hold one year terms, also renewable up to three times (see Section II, question 2E below for descriptions of these officer positions.) These terms will allow the Board to maintain flexibility in order to mirror changing student populations. While these will be the overall expectations for the school, Path Academy will need a certain degree of consistency in its infancy. Therefore, initial Board members may be asked to agree to longer first terms.

---

[1] Teachers, as statutorily required Board members, focus on what making decisions to best serve the school, given its program, mission, and strategic plan. They also serve as representatives of all teachers at the school.
[2] Pathways staff serve as representatives of all Pathways staff at the school – they are responsible for taking information back to their constituency, and taking group responses back to the Board.
[3] The school leader (Principal) will be an **ex-officio member** of the Council without voting rights or authority.
[4] Students serve as representatives of all students – they are responsible for conveying the group's responses the Board.
[5] Parents serve as representatives of all parents at the school – they are responsible for taking information back to their constituency, and taking group responses back to the Board.

B. In accordance with the Section 10-66(d), as amended, the proposed governing council should include the involvement of teachers, parents, and the chairperson of the local or regional board of education of the town in which the charter school is located or the designee of such chairperson provided the designee is a member of the board of education or the superintendent of schools for the district.

Path Academy intends to target the groups listed in Section II, question 2A above for recruitment of Board members. Based on this list, the Board will include at least one representative from each of those groups, which include teachers, parents, and the chairperson/representative from the Windham Board of Education (the school's host district).

C. List the officers and members of the initial governing council; include the names, relevant experience and/or qualifications for serving on the council, and their relationship to the community in which the school will be located.

Initial Board members will be appointed through recommendations from the charter management organization and the host district. These Board members will come together to finalize the by-laws that will guide the board going forward. Future Board members will be appointed by a Board nominating committee, with recruitment assistance as contracted with the charter management organization.

As Path Academy is proposing opening in August of 2014, it has not yet been appropriate to recruit initial Board members. However, founding members have worked to develop significant relationships in the Windham area (see Section II, question 3 for a list of partnerships and meetings held), positioning Path Academy to quickly recruit initial Board members. Members will be targeted based on the criteria described in Section II, question 2D below.

D. Describe the criteria for selecting additional officers and members to the governing council, including but not limited to parents, teachers, and members of the community.

When recruiting Board members, individuals must meet a certain set of criteria. First and foremost, no Board member will be permitted to serve as a board member for any other charter school or charter management organization. In addition, Board members will be expected to exhibit the following:

- Commitment to addressing the needs of over-age, under-credited students in the greater Windham area
- Preparation for and attendance at all meetings
- Participation on committees
- Commitment to developing resources – including financial/in-kind support and connections with the community
- Ability to consider school performance data and make decisions in the best interest of the school's student population
- Commitment to advocating for the school and student population

E. Describe the plan to appoint subsequent officers and members to the governing council, including recruitment, selection (including qualifications sought) and removal procedures, meeting schedule, powers and roles of council officers, members and committees, and how decisions will be made and recorded.

Recruitment & Selection

Future Board members will be recruited by existing Board members, with support from the charter management organization. When recruiting Board members, individuals must meet a certain set of criteria, detailed in the previous question 2d. In addition, Path Academy will look for a balance of skill sets, personal qualities, and diversity considerations[1]:

Skill Sets	Personal Qualities	Diversity Considerations
•Finance •Facilities management •Legal •Human Resources •Fundraising •Marketing •Education •Governance •Youth Development •Workforce Development	•Passion for the mission •Commitment to willingness to exhibit the school's PATH values of Personal Development, Achievement, Teamwork, and Humanity •Commitment to the community •Time/availability	•Race/ethnicity •Gender •Age •Geography (Windham and other catchment area towns) •Socio-economic background

Commitment & Removal Processes

Once new Board members are recruited and approved, they will be required to sign a Board Member Agreement. (Please see Appendix X for a draft of this agreement.) The agreement will outline the roles and responsibilities of Board members, painting a clear picture of expectations before they commit. All Board members will be required to review and sign this agreement when they join, as well as at every renewal of terms. Board members who are struggling to keep these commitments will be offered support from the charter management network. If they fail to contribute as productive Board member, they may be removed from office by vote of a majority of the Board members.

New members will also be required to attend an orientation session, which will more thoroughly acquaint them with Path Academy, the by-laws, and the Board manual. Board members will also receive ongoing trainings to best prepare them to lead the school. This will include access to publications, conferences, seminars, and other opportunities on topics pertinent to the governance of the Path Academy charter school. Overall, Board members will be supported toward retaining a clear understanding of and commitment to the mission and vision of Path Academy, as well as how it is working toward meeting its objectives.[2]

Meeting Schedule

[1] Developed from The High Bar, a company focused on charter school governance practices.
[2] North Carolina Department of Public Instruction; NCDPI/Office of Charter Schools. *The Elements of a High Functioning Public Charter School Board.* November 2012.

Board members will be expected to attend 12 meetings per year (which include the Annual Meeting and Board Retreat) to exercise oversight of the school. These meetings will give Board members an opportunity to review school progress materials, and hear from school leadership about student achievement. Just as the academic model of the school is driven by a constant use of data, the Board will also use data to inform their decisions and policies. At each meeting, Board members will be presented with a concise Performance Framework report, which will summarize school data and how it measures up against school goals. This will give Board members a simple way to monitor the school's progress (please see Appendix Y for an example of a dashboard). The Board will use these dashboards to continuously evaluate the work of the school as a whole.

The Board's annual retreat will give members an opportunity for deeper strategic planning discussions, where they will set new annual goals and objectives. Board members will also be asked to attend an Annual Meeting each year, where multiple stakeholders in the school will come together to see Path Academy's progress. In addition, Board members will be expected to participate in school events and activities. As a small community, it is crucial that everyone involved in Path Academy plays an active role in the support of the students, as they re-engage in education and move toward a successful high school graduation. This expectation will extend up through the Board, as the leaders of the school.

Powers & Roles

The Path Academy Board will hold the general responsibility for ensuring that the school is successful, faithful to its charter, and operating as viable organization. They will follow the by-laws (drafted in Appendix Z; also see Appendix AA for a draft certificate of incorporation). Each of these groups or individuals will hold the following powers and responsibilities[1]:

Members

Board Member

Board members will act as leaders and ambassadors for Path Academy, collaborating to ensure the school's long-term success. Their roles will be to:

- Understand, support, and continuously review action against the Path Academy mission.
- Monitor and strengthen academic program/performance.
- Select, support, and review performance of the school leader (Principal).
- Support and review performance of the charter management organization.
- Oversee organizational planning.
- Oversee school finances and manage resources effectively.
- Develop resources and community relationships to ensure adequate resources.
- Oversee legal and ethical integrity of the school.
- Oversee the physical plant of the school.
- Recruit and orient new Board members, and assess Council effectiveness.

[1] Adapted from resources from The High Bar.

Officers

Chair

The Board Chair will be the senior leader of the group, elected and appointed by the Board members. S/he will preside at all Board meetings and ensure that appropriate governance practices are established and maintained. The roles of the Board Chair will be to:

- Work with the school leader (Principal), charter management organization, and other Board members to develop agendas and materials for Board meetings, at which s/he presides.
- Lead recruitment of Board members and preparation of Board leadership succession.
- Manage the development of the Board to ensure effectiveness, with Governance Committee.
- Work with the school leader (Principal), charter management organization, and Board members to develop Board goals and expectations.
- Collaborate with committee chairs/members and school leadership to ensure effective communications, resources, and work.
- Encourage positive group process amongst Board members to facilitate decision-making.
- Collaborate with the school leader (Principal) to ensure effective communications, and support school leader as the manager of the school.
- Play a leadership role in securing adequate resources for the school.
- Represent the school in appropriate external arenas.

Vice Chair

The Board Vice Chair will be the secondary leader of the group, elected and appointed by the Board members. S/he will perform duties as required in the absence or under the direction of the Chair, and will support the Chair and other Board members and officers. The roles of the Board Vice Chair will be to:

- In the absence of the Chair, preside at Board meetings.
- Support the Chair in all duties, including development of agendas, recruitment of Board members, development of goals, expectations, and systems, and communications.
- Support and balance the Chair to ensure effective and efficient governance.
- Serve as liaison to committees, as directed by the Chair.
- Play a leadership role in securing adequate resources for the school.
- Represent the school in appropriate external arenas.

Secretary

The Board Secretary will be the custodian of all legal records, documents, and papers of the school. The roles of the Board Secretary will be to:

- Certify and maintain by-laws of the Board.
- Maintain a book of minutes for all Board and committee meetings.
- Present copies of meeting minutes to the Board for approval.
- Serve as the protocol officer of the Board, ensuring that procedural requirements are followed legally and ethically.
- Play a leadership role in securing adequate resources for the school.
- Represent the school in appropriate external arenas.

Treasurer

The Board Treasurer will be responsible for the fiscal accounts of the school, and will facilitate the Board's financial oversight responsibilities. The roles of the Board Treasurer will be to:

- Chair the Finance Committee.
- Provide direction for the oversight of the school's finances, including collaboration with the charter management organization and school leadership for development of the annual budget.
- Monitor adherence to financial procedures and policies adopted by the Board and compliance with federal, state, and other financial reporting requirements.
- Present financial reports and recommendations of the auditor to the Board.
- Play a leadership role in securing adequate resources for the school.
- Represent the school in appropriate external arenas.

Committees

Academic Excellence Committee

The Academic Excellence Committee will be responsible for ensuring that academic excellence is defined and monitored at the school. This committee will serve a governance function, not a management function, and so will be expected to work closely with the school leader (Principal) to complete this work. The roles of the Academic Excellence Committee will be to:

- Ensure that the Board understands the key charter commitments that the school has made to the state and community.
- Collaborate with the school leader to define and continually assess what academic excellence means for the school, including setting annual academic achievement goals to be approved by the full Board.
- Work with the school leader to determine measurements for progress toward academic achievement goals.
- Collaborate with the school leader to present successes, challenges, and strategies regarding the academic achievement of the school to the full Board.
- Arrange for trainings related to oversight of academic excellence for Board members.
- Annually evaluate its work as a committee and its progress toward established goals.

Governance Committee

The Governance Committee will be responsible for recruitment, nominations, orientation, training, and evaluation of Board members. The roles of the Governance Committee will be to:

- Continuously analyze the skills and experience needed on the Board, including coordination of an annual evaluation of the Board and its members.
- Collaborate with the charter management organization to create, implement, and annually evaluate a Board member recruitment strategy.
- Work with Board Chair, school leader, and charter management organization on a succession plan for Council officers.
- Assist in the planning of the annual Board retreat and any other strategy sessions.
- Develop an orientation and training plan, including associated materials, for new Board members.
- Annually evaluate its work as a committee and its progress toward established goals.

Development Committee

The Development Committee will be primarily responsible for raising supplementary funds to support the school's mission and vision. In addition, it will be responsible for leading development of community relationships that will provide resources to the school. The roles of the Development Committee will be to:

- Collaborate with the charter management organization to develop annual and long-term fundraising plans.
- Collaborate with the charter management organization and school leader to develop annual and long-term community relationship-building plans.
- Develop and implement a plan to involve all Board members in fundraising and relationship-building activities.
- Work with the charter management organization and school leaders to implement the fundraising and relationship-building plans.
- Arrange for trainings related to development activities for Board members.
- Annually evaluate its work as a committee and its progress toward established goals.

Finance Committee

The Finance Committee will be responsible for overseeing the school's budget and finances, in coordination with the school leader (Principal) and charter management organization. The roles of the Finance Committee will be to:

- Collaborate with the school leader and charter management organization to develop and revise financial forecasts and plans.
- Work with the school leader and charter management organization to prepare an annual budget for the school to be approved by the full Board.
- Arrange for an annual audit.
- Review monthly financial statements and report to the full Board.
- Arrange for trainings related to financial oversight for Board members.
- Annually evaluate its work as a committee and its progress toward established goals.

Decision Making

Council decisions will be made through majority votes at Board meetings. The presence of 50% (or more) of the Board members will constitute a quorum, which will be required in order to hold a vote. Under limited conditions, the Board may make decisions during executive sessions, when discussing sensitive matters. Votes will be taken only after each Board member has had the adequate opportunity to be heard. Decisions will be recorded in the meeting minutes, which will be certified and presented to the Board for approval by the Board Secretary and posted on the school website for public review (along with meeting schedule and agenda, pursuant to Section 10-66kk of the CT general statutes).

F. Describe how the governing council will exercise oversight and responsibility for the overall operation of the school, including but not limited to policy development, education, management of finances, personnel, student achievement, mission, physical plant, law, and community outreach. Explain how the governing council will support the mission, goals, and objectives of the charter school.

The Board will exercise oversight and responsibility for the operation of the school, using the approved by-laws as a guide. As noted, all Board members will have the following responsibilities:

- Understand, support, and continuously review action against the Path Academy mission
- Monitor and strengthen academic program/performance
- Select, support, and review performance of the school leader (Principal)
- Support and review performance of the charter management organization
- Oversee organizational planning
- Oversee school finances and manage resources effectively
- Develop resources and community relationships to ensure adequate resources
- Oversee legal and ethical integrity of the school
- Oversee the physical plant of the school
- Recruit and orient new Board members, and assess Board effectiveness

The Board will exercise these responsibilities by meeting 12 times per year to review school performance information and committee reports, and to make policy-level governance decisions. The Board will support the mission, goals, and objectives of Path Academy by first and foremost ensuring that the school is successful, faithful to its charter, and operating as a financially and legally viable organization. Board members will also serve as role models for students, practicing the school's key PATH values in order to contribute to the school's success[1]:

Personal Development

- Board members will use their existing skills and expertise on behalf of the school, and will continue to train in these areas, and in areas of weakness in order to be effective stewards of Path Academy.

Achievement

- Board members will help Path Academy achieve its mission, goals, and objectives by fulfilling governance functions and acting as leaders.

Teamwork

- Board members will work together and give their time, resources, and connections to Path Academy in the spirit of community collaboration to help students reach success.

Humanity

- Board members will reach out to the community to ensure that all stakeholders have a place in the achievements of Path Academy and its students.

[1] Adapted from resources from The High Bar.

The Board will exercise oversight and responsibility in each of the following areas:

POLICY DEVELOPMENT

The Board will develop policies for the school that address all areas of operation, including personnel management, financial management, organizational structure, resource development, community engagement, Board development, and academic & non-academic student goals. The Board will provide oversight on the execution of these policies through its key committees: Academic Excellence, Governance, Development, and Finance. In establishing these policies, the Board will develop metrics of accountability to monitor the execution of the policies in school operation.

EDUCATION

In addition to the policy goals established by the Board, the Academic Excellence Committee will conduct detailed reviews of the monthly performance of the school program. This will include reviewing student academic achievement, student progress on non-academic goals, and assessments of the school culture, and overall growth and development the students.

MANAGEMENT

The Board will select the charter management organization and negotiate the roles and responsibilities of the school and the charter management organization. The Board will approve the memorandum of understanding with the CMO (see Appendix BB for a draft MOU). The Board will collaborate with the CMO to identify school leadership (Principal), and will retain responsibility for hiring and dismissal of that individual. The Board will collaborate with the CMO to conduct ongoing support and final evaluations of the Principal. The Board will evaluate the performance of the CMO based on the roles and responsibilities listed in the MOU (e.g. external affairs duties, data management and evaluation activities, talent development support).

FINANCES

The Board will operate a fiscally sound school. The Board will establish fiscal metrics that include goals for cash on hand, working capital, and reserves. The Board will review monthly financial statements, primarily through its Finance Committee, which will bring summary reports to the full Board. The board will hire an independent auditing firm to review the financial status of the organization at the end of each fiscal year.

PERSONNEL

The Board will approve a personnel manual for the school, which will include policy on hiring, dismissal, vacation, sick leave, compensation, benefits, and compliance with legal and ethical standards. The Board will approve procedures for the CMO to recruit and identify candidates for staff positions. The Principal will hire all personnel subordinate to him/herself. All teachers and staff will be employees of the school (not the CMO).

STUDENT ACHIEVEMENT

The Board will set school performance/student achievement targets, and monitor progress toward these targets, using its Academic Excellence Committee to bring summary reports to the full Board. The committee will receive detailed reports from the Principal and school leadership/staff on key issues relating to student achievement.

MISSION

The Board will safeguard the mission and vision of the school, to ensure that there is no drift from the core purpose set out in the charter of the school – to re-engage over-age, under-credited students in education, supporting them through mastery of the critical skills necessary for success in college, career, and community.

PHYSICAL PLANT

The Board will assure that the physical plant is maintained and conducive to learning requirements as set forth in the school model (including accommodations for all students with disabilities). The Board will work with the CMO and Principal to identify and plan for physical plant changes or repairs, as necessary.

Law
The Board will comply with state and federal law and local statutes applicable to the operation of a school, including the care of students and employment of staff. This will be executed through the creation and continuous monitoring of the policies discussed above.

Community Outreach
The Board will work to engender constructive relationships with community members, including involving others in the successful operation of the school and attracting resources to support its mission.

G. Describe the authority the governing council will convey to the school's administrator. Explain the process by which the council and administration will make decisions and provide evidence of the distinct roles and responsibilities of council officers, members, committees, and school administration.

The Board and CMO will work together to identify and recruit candidates for Principal. The Board will select the Principal and the Principal will report to the Board. Both the Board and CMO will provide ongoing support.

The primary distinction between the Board and the Principal is as follows: the Board will be responsible for the governance function, while the Principal will be responsible for the management function. This means that the Board will set, monitor, and evaluate policies and procedures for the school. The Principal will then create, implement, and manage day-to-day operational plans, based on these over-arching policies, and report all activities back to the Board. General roles, responsibilities, and decision-making processes will be split between Board officers, members, committees, and school leadership as follows:

Board Members (full Board)	Board Committees	Board Officers	Principal
• Adopt policies and procedures for systems within the school (e.g. human resources, finances, legal, physical plant) • Collaborate to develop school goals and objectives consistent with mission • Monitor and evaluate progress toward established school goals and objectives • Develop resources and relationships to support school activities	• Direct or request detailed research and data assessment in content areas • Seek external expertise in content areas • Arrange trainings for Board members in content areas • Develop specific content area recommendations and plans to bring to Board	• Lead Board members in duties • Secure adequate resources to support Board members • Create lines of communication within and out from the Board • Lead strategic planning to ensure future success of the school	• Manage day-to-day operations of the school • Ensure a safe learning environment • Hire, supervise, and evaluate school staff • Ensure adequate support and professional development for staff • Develop, implement, and manage specific operations plans to ensure progress toward Council-set school goals and objectives • Collaborate with families and stakeholders to mobilize community resources for student success • Report school activities, progress, and challenges to the Board at monthly meetings

Decisions will be made along these same distinct lines. The Board will prepare and approve policies and procedures, and the Principal will make day-to-day management decisions under these guidelines. Examples of the distinct roles and responsibilities of Board officers, members, committees, and school leadership in decision-making are delineated below:

Decision	Board Committee	Board Officer	Board Members	Principal
Hiring Teachers	**Academic Excellence:** Work with Principal to determine appropriate hiring standards.	**Vice Chair:** Liaison to committee – help members prepare hiring standards for Board approval.	Approve hiring standards.	Work with charter management organization to recruit, interview, hire, train, and supervise teachers.
Contracting with Charter Management Organization (CMO)	**Finance:** Reflect on work with CMO for financial reports and budgeting – assess effectiveness and prepare report to bring to full Board.	**Secretary:** Maintain and update contract with CMO, after decisions and with approval from full Board.	Perform annual evaluation of CMO performance. Determine contract renewal.	Reflect on support from CMO for daily operations – assess effectiveness and prepare report to submit to Board.
Curriculum Revisions	**Academic Excellence:** Work with Principal to determine appropriate progress target for school's academic achievement.	**Treasurer:** Work with CMO, and Finance Committee to include curriculum development costs in budget.	Approve budget. Monitor school's progress toward achievement goals.	Work with teachers and staff to assess effectiveness of curriculum. Provide support and professional development to teachers who will revise curriculum based on assessment.
Building Repairs	**Governance:** Assess skill sets and develop recruitment plan to ensure that the Board has physical plant management expertise.	**Chair:** Work with CMO and Principal to determine building maintenance needs.	Assess building repair requests and approve funding for repair work.	Report building repair needs to Board.

H. Describe the criteria and process by which the governing council will hire and evaluate the school's lead administrator. Lead administrator evaluation should be in alignment with the Connecticut Guidelines of Education Evaluation (see Section IV School Viability of Administration, Human Resources Policies and Information).

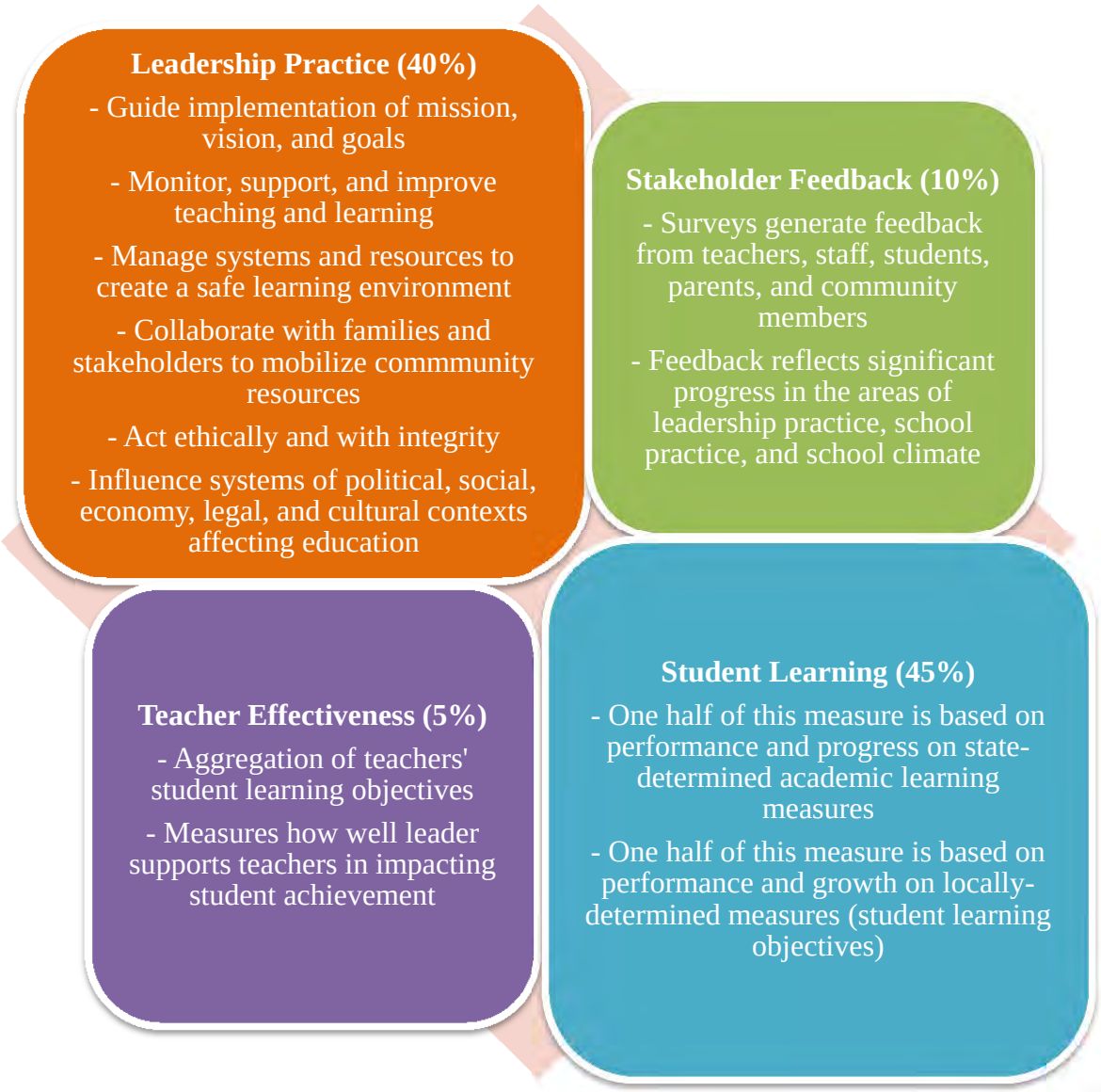
Through a contractual relationship, the Board will work with the charter management organization to select and evaluate the school's Principal. The charter management organization (CMO) will assist with recruiting and screening candidates, undertaking a careful search process to find a qualified and passionate individual, preferably with experience in/knowledge of charter/choice schools and recruitment of students. The CMO will then present final candidates to the full Board, which will be responsible for final selection and contract negotiation.

The Board will consider the following criteria when selecting a Principal:

- CT92 School Leader License (required); relevant Master's or equivalent degree
- A proven track record of improving student achievement, with at least two years of data documenting improved student outcomes
- A passion for improving urban high schools and driving education reform
- Commitment to the academic mission, vision, and educational philosophies of the school
- Significant prior administrative experience, preferably at the high school level, along with substantial teaching experience at the high school level
- Exhibited leadership in working with professional staff, students and the community
- Experience and comfort using technology for instruction (preferred)
- Dedication and passion for Path Academy's vision, professional standards and values
- High level of organization and resourcefulness, with a keen ability to be on top of the day-to-day management of a school
- Humble, reflective and willing to continually improve
- Ability to prioritize effectively to accomplish the most important tasks without losing sight of other details
- Relentlessness in the pursuit of excellence and a "whatever it takes" attitude
- Firm grasp of curriculum and an unwavering commitment to data-driven instruction
- Exemplary oral and written communication skills with the ability to inspire others to meet their goals
- Capacity to handle long days and the intensity required to open a high-performing school
- Sophisticated analytical abilities

Once hired, the Principal will report directly to the Board. S/he will participate in monthly Board meetings, helping to prepare reports on the school's progress and success. The Principal will also meet regularly with the Board Chair, and be available for meetings with any other Board member. While the Board will support the Principal in ensuring the success of Path Academy, the CMO will provide the bulk of the Principal's day-to-day support and guidance.

As the CMO and the Board share support duties for the Path Academy Principal, they will both be involved in the annual performance evaluation for the principal. The Board will hold final authority over retaining or removing the Principal, taking into account the evaluation. The Principal will be evaluated based on the state's SEED model for lead administrator evaluation during Year One. This model will ask the CMO and Board to take into account the following key components:

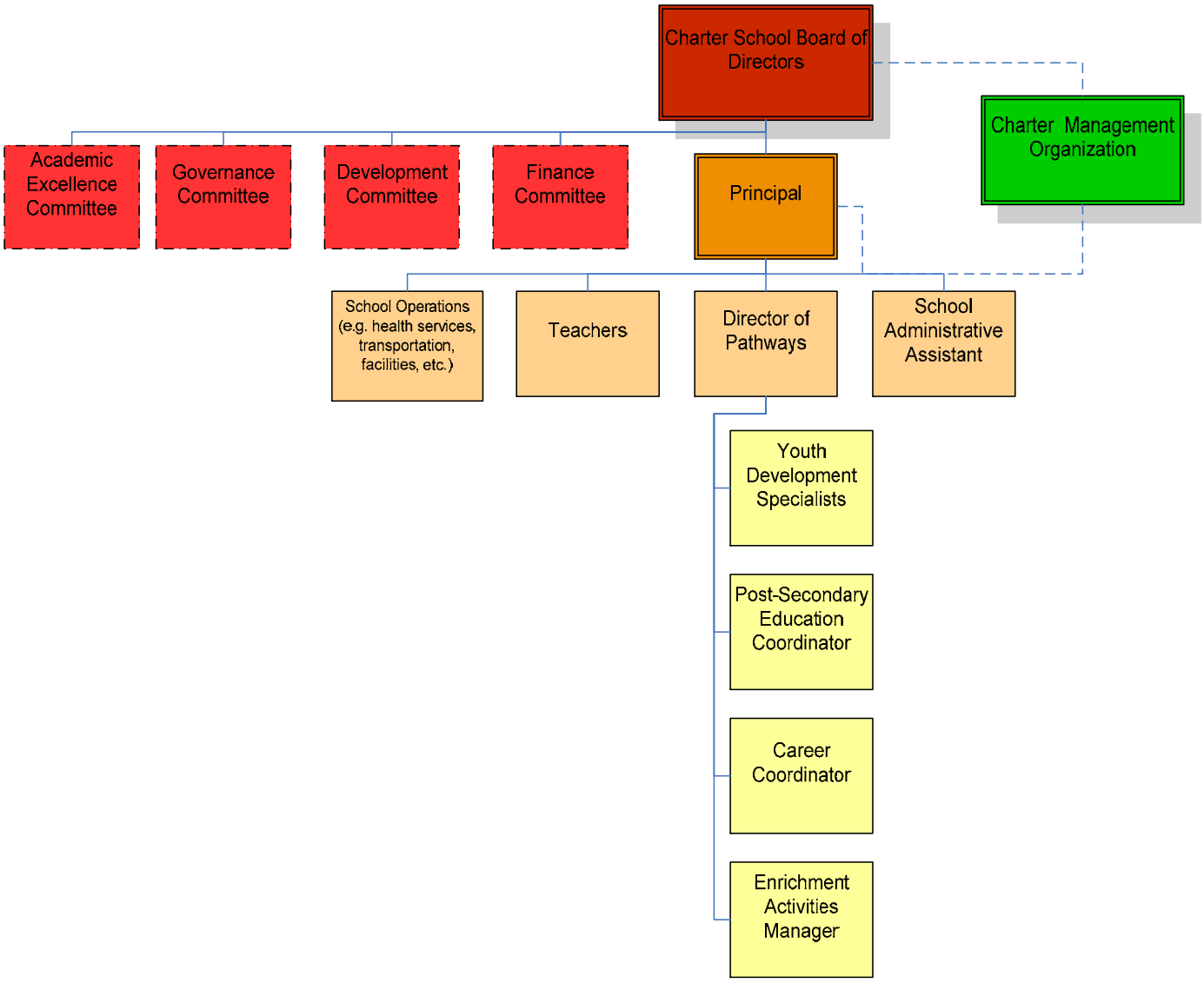


The evaluation process will also follow the SEED model's process:

1. **Orientation** – data review and evaluation process overview.
2. **Goal-Setting** – evaluator(s) and school leader determine learning objectives, areas of focus, and survey targets.
3. **Evidence Collection** – leader and evaluator(s) collect evidence on practice (with 2+ site visits from the evaluators).
4. **Mid-Year Formative Review** – formal check-in to review progress.
5. **Self-Assessment** – school leader completes self-assessment based on evidence collected.
6. **Summative Review & Rating** – final review of evidence and summative rating assigned by evaluator(s).

I. Include an organizational chart that encompasses the governing council, council committees, and employees of the school.

The organization chart pictured below illustrates the governance and management structure of the school. The operations of Path Academy will be overseen by a Board (with committees), to whom the Principal of the school will report. Internally, there will be a Director of Pathways, reporting to the Principal, who will oversee the Youth Development Specialists Enrichment Activity Specialists, and Post-Secondary Education and Career Coordinators. The teachers and Administrative Assistant will also report directly to the Principal.



J. Include any plans to contract with a charter management organization. Explain the reasons why the CMO was chosen to assist with the proposed school. Provide a draft contract or letter of understanding defining the services and responsibilities provided and fee structure for the services. A signed management contract must be presented to CSDE prior to school opening. The CSDE will review the basis for management fees charged including, but not limited to, direct and indirect costs for reasonableness consistent with established policies.

Path Academy plans to contract with Our Piece of the Pie®, Inc. (OPP®) as the charter management organization. OPP has a history of success with at-risk youth – in particular, with over-age, under-credited (OU) youth in high school settings. By using its signature Pathways to Success program, which is the foundation of the Path Academy school model, OPP has helped at-risk urban youth achieve their goals in multiple settings across Connecticut. OPP has a deep commitment to students who are always left behind. This passion and successful programming expertise for OU students positions OPP to support a strong school model for this population. OPP has already built the organizational capacity to allow for this support, including: evaluation and organizational performance capacity, financial management capacity, leadership capacity, communications capacity, development capacity, and training/ professional development capacity. This support will allow Path Academy to focus on succeeding in helping students to mastery of the critical skills necessary for success in college, career, and community.

Background on Our Piece of the Pie

OPP's mission is to help urban youth become successful adults. With the belief that success in adulthood includes being able to meaningfully contribute to society, OPP provides a framework to guide youth, with the specific goals of high school graduation, achieving a college degree or vocational certification and obtaining rewarding post-education employment. Today, OPP's model is successfully engaging hundreds of students in community (Hartford, CT & Eastern CT), high school (Opportunity High School – Hartford, CT & Learning Academy at Bloomfield – Bloomfield, CT) and community college-based settings (Capital Community College – Hartford, CT & Asnuntuck Community College – Enfield, CT).

Pathways to Success, OPP's unique approach to serving youth ages 14–24, is a relationship-centered model for re-engaging at-risk youth and leading them toward the goal of long-term economic independence. Each youth is matched with a caring and consistent adult (Youth Development Specialist or YDS) who serves as a mentor or life coach by engaging participants on a regular, one-on-one basis. With the guidance of his or her YDS, each youth maps out a realistic, individualized plan for the future based on his/her dreams and aspirations. The plan serves as a written guide that the youth and YDS refer to and adjust on an ongoing basis. Based on the youth's goals, the YDS connects him or her to a unique mix of programming and services (at OPP and beyond) that provide tools to navigate and overcome barriers and realize his/her potential and continues to motivate, mentor and guide him or her along the way to long-term success. OPP provides youth development, academic support, and workforce development services.

As an organization, OPP is committed to a culture of data-driven decision making. The agency has made a significant investment in measuring and tracking the outcomes of participants, as well as the internal and external evaluation of programs. OPP tracks short and intermediate term outcomes for the youth served through Social Solutions' Efforts to Outcomes (ETO™) system. Between July 2007 and June 2012, OPP served nearly 3,000 youth, achieving the following results:

- At OPP, 82% of youth are graduating high school compared to Hartford, CT, where 62% of students graduate high school.
- On average, 77% of OPP youth who graduate high school enroll in an Associate's, Bachelor's or vocational program.
- 61% of OPP youth who are enrolled in post-secondary education programs are obtaining an Associate's, Bachelor's or vocational certification.
- 80% of OPP youth who are employed retain employment for 12 months or more.

In addition to tracking youth outcomes, program evaluation is also an important part of OPP's data-focused, continuous improvement model. In 2009, the University of Connecticut's Center for Health, Intervention and Prevention conducted a study of 784 youth in OPP's programs, finding that participation in either OPP's academic or workforce development program made it significantly more likely that youth would achieve the corresponding academic or employment promotion. In 2012, OPP conducted an internal study of 85 Capital Community College students who received services over the course of a semester. That study found an 87% first-to second year retention rate among these students (compared to the overall retention rate of 52% for full-time students at Capital Community College not enrolled in OPP's Pathways programs).
Through a grant in 2011, OPP further developed its evaluation capacity by 1) hiring a Senior Director of Research and Organizational Performance; 2) convening an Evaluation Advisory Committee made up of the nation's top researchers; and 3) contracting with third party evaluators, Metis Associates, to conduct an in-depth formative evaluation (due June 2014). The agency intends to follow the 2014 formative evaluation with a complete summative evaluation of programs to more definitively assess and report on impact.

School-Based Success at Our Piece of the Pie

OPP has a history of successful work with at-risk urban youth, including OU students. Pathways to Success is the foundation for all settings, including high schools. Pathways to Success was incorporated into high school settings specifically focused on OU youth beginning with a partnership school with Hartford Public Schools, Opportunity High School, in 2009. This approach was expanded in 2012 with a school with Bloomfield Public Schools, Learning Academy at Bloomfield. In both of these schools, OPP prepares youth for success in two long-term outcomes: post-secondary education and meaningful, sustainable employment.

While the Learning Academy at Bloomfield is still in its infancy, Opportunity High School (OHS) has been demonstrating positive outcomes for the past three years. At OHS, OU students receive support in a unique environment that pairs Hartford Public Schools' rigorous academic program with OPP's proven Pathways program, housed inside the school. Critical to the Pathways program is the set of staff members who work with students inside the school. Each youth is paired with a Youth Development Specialist, who then refers students to additional Pathways services in the academic support and workforce development fields, which are staffed with Post-Secondary Education and Career Coordinators and tutors. These individuals help to ensure that each student is prepared to succeed in high school, as well as in post-secondary endeavors.

In total, 102 students who had previously disengaged from education have graduated from OHS. A key element of this achievement has been the work of the school's Pathways staff. Among many efforts, they conduct significant attendance outreach. This work has contributed to the continuously improving student arrival rate, which increased from 71.3% in the school's inaugural year, to 81% last year. Pathways staff also provide training and support for students for post-secondary education and employment. Of the 84 graduates, 77% have enrolled in post-secondary educational programs after their high school graduation. Additional measures of improved student achievement include:

- In the first operating year, 80% of OHS students earned more credits than in their previous year of high school
- In the second operating year, 95% of OHS students earned more credits than in their previous year of high school
- In the third operating year, 80% of enrolled credits for core content courses were earned
- In the third operating year, 86.5% of enrolled credits for "theme" courses were earned (e.g. Pathways courses, like Career Competency Development Training)
- In the third operating year, the average credit accumulation rate was 83.3%, compared to an average of 58.2% at students' previous high schools

In addition to these academic achievements, students at OHS have seen the following outcomes over the past three completed operating years:

- There has been a 49% reduction in youth needing mediation to address conflicts (with other students, teachers, or other school personnel)
- 88% of students have demonstrated improved skills for employability, such as increase in career competencies, job shadowing, or internship completion
- 86% of justice-involved students do not re-incarcerate
- 94% of OHS graduates have entered colleges, community colleges, certification programs, or employment following graduation

Based on this history of success, particularly with OU youth in high school settings, the school plans to contract with OPP as the charter management organization (see Appendix CC for materials on OPP). In addition, Path Academy will contract with OPP for a set of ancillary services to more fully support the operations of the school.

Charter Management Organization Services

As the charter management organization (CMO), OPP will provide certain operation functions such as human resources, finance, external affairs, and talent development. This contractual relationship serves three purposes. First, it will allow school leaders and faculty to focus on student achievement, rather than on administrative tasks. Second, as a successful nonprofit, OPP already has and utilizes all of these capacities for an organization much larger than a single school. Through economies of scale, OPP can provide high quality operational support services at a significantly lower cost than the school would incur by providing them internally. Finally, the leaders at OPP, including the Chief Executive Officer, Chief Operating Officer, and Director of Educational Initiatives, have a wealth of experience in successfully working with OU youth. Therefore, they will serve as important resources, mentors, and coaches, particularly to the school's leadership staff.

The provision of these services will be codified in a memorandum of understanding (a draft can be found in Appendix BB), which will define the roles and responsibilities of the CMO and the school, in addition to outlining the fee structure for the services provided. The school's Board will be responsible for evaluating the services and determining the renewal of the contract with OPP.

As the CMO, OPP will provide support in the following areas:

- ***START-UP*** – provide support for managing start-up.
- ***OPERATIONS*** - provide support for developing and refining curricula and assessment systems, implementing best practices for integrating youth development and postsecondary preparations into a school setting, and training on learning management systems.
- ***TALENT DEVELOPMENT*** – provide support for initial employee training and a reasonable amount of ongoing professional development for all school staff.
- ***OVERSIGHT*** – provide support to school leadership and Governing Council for performance management.
- ***FUNDRAISING, MARKETING AND ADVOCACY*** – provide marketing and fundraising assistance, advocacy for students, and support in building and maintaining strong community relationships.
- ***HUMAN RESOURCES*** – provide support for recruitment of school leadership, teachers, and Pathways staff.
- ***FACILITY*** – provide support in building/equipment procurement, repairs, and inspections.
- ***FINANCE*** – prepare budget recommendations for the school's Governing Council.
FINANCE – prepare budget recommendations for the school's Governing Council.
- ***PROCUREMENT*** – insurance, employee benefits, IT equipment, miscellaneous services (banking, IT support, etc.)
- ***BOARD RELATIONS*** – provide board management services including organizing and noticing meetings of the Board, and recruiting and proposing candidates to the nominating committee of the board.

Ancillary Services

Path Academy will also contract with OPP for a small contingency of ancillary services. These services will simply bolster the school's capacity, much in the same manner as the CMO services. The provision of these services will be codified in a sub-portion of the MOU (see Appendix BB for a draft), and will outline the fee structure for the services provided. The school's Board will be responsible for evaluating these services separately, and determining the renewal of the contract with OPP.

As the ancillary service provider, OPP will provide support in the following areas:

- ***ACCOUNTING SERVICES*** **–**—transactional bookkeeping, monthly close, bank reconciliations, financial statements, board and grant reports.
- ***PERFORMANCE MANAGEMENT AND EVALUATION SERVICES*** **–** data management systems and services to produce performance metrics and other reports, monitoring of data integrity, evaluative and research services, periodic environmental scans.

K. If planning to contract with a CMO, indicate how the establishment of the governing council procedures will prohibit the charter school and any affiliated charter management organization operating such charter school from sharing board members with other charter schools and such charter management organizations. Disclose any plans to share management personnel between the charter school and charter management organization.

Board procedures will indicate that the first consideration when recruiting Board members will be the individual's involvement in another charter school or charter management organization. If they are found to have such involvement, they will become automatically ineligible for further consideration.

There are no plans to share management personnel between the charter school and charter management organization.

3. Evidence of Support

A. Illustrate the scope of community support for the proposed charter school and its founders. Document through letters of support, surveys, petitions, or other means, the endorsement of teachers, parents, students, business, community members, and institutional leaders.

Community engagement is a critical strategy and foundational philosophy of Path Academy. Therefore, garnering community support, even prior to approval, has been a chief concern for founding members. We have been primarily supported by members of the Windham Public Schools central office throughout this process. However, we have also worked to develop relationships with Windham-area community members over the past 18 months. Please see Appendix E for a list of meetings held.

Over the course of this 18 months, founding members have heard overwhelming support for Path Academy. From state/district leaders to local colleges/universities, teachers to parents, business owners to community service providers, community members all agree that the needs of the Windham area's OU students are not being met, but that they must be in order to strengthen the community. Many of these individuals and organizations have offered formal letters of support for the Path Academy proposal. Please see Appendix DD for letters from the following:

Name	Title	Organization
Dr. Steven Adamowski	Special Master, Windham Public Schools	CT Department of Education
Ana Ortiz	Superintendent	Windham Public Schools
Randall Prose	President	Windham Federation of Teachers
Dr. Christina Kishimoto	Superintendent	Hartford Public Schools
James Thompson	Superintendent	Bloomfield Public Schools
Allon Kalisher	Regional Administrator, DCF Region 3	CT Department of Children & Families
Patricia Calvo	Director	Windham Youth Services Bureau
Kimberly Silcox	Director, Center for Community Engagement	Eastern Connecticut State University
Robert Fernandez	Director, Willimantic Center	Quinebaug Valley Community College
Matthew Farley	Associate Director for Community Outreach	University of Connecticut
Roger Adams	President	Windham Region Chamber of Commerce
Peter DeBiasi	President & CEO	Access Community Action Agency
Susan Walkama	President & CEO	Wheeler Clinic
George Hernandez	Small Business Specialist	Spanish American Merchants Association
J. Drusilla Carter	Director	Willimantic Public Library
Barbara McGrath	Community Member	Windham
Jose Aponte	Chairman of the Board	Windham Region United Way
Susan Dunn	President & CEO	United Way of Central and Northeastern Connecticut
Nicholas Donohue	President & CEO	Nellie Mae Education Foundation
Cassius Johnson	Program Officer, New Designs for Schools, Systems, and College	Carnegie Corporation of New York

III. Student Composition, Services and Policies

1. School Demographics

A. Describe the community and the student population to be served by the school and the needs of the population.

The Students

Path Academy's mission demonstrates our commitment to serving over-age, under-credited students in the Windham region. These students have fallen behind in education, whether due to academic or personal difficulties. They have a wide variety of needs, having met different roadblocks to their success. Therefore, they need an educational environment that can not only re-engage them in education, but offer them differentiated and personalized supports.

The phrase, "over-age, under-credited" is a description in education that is often hidden in the shadow of better known terms to describe troubled youth like, "at-risk." The term over-age, under-credited however, makes an important distinction that describes a population of youth at the heart of our nation's dropout crisis. These students do not have the appropriate number of credits for their age and intended grade. For example, an over-age, under-credited (OU) youth may be enrolled in 11th grade for the second time, or be 17 years old and still registered as a high school sophomore. Often, these students have spent years struggling to succeed within a traditional high school setting, as they fall behind in credits and make few academic gains. Not surprisingly, these young people comprise a significant portion of the students who drop out of high school each year.[1] In addition, high school dropouts themselves are, by definition, over-age and under-credited, having failed to earn the correct number of credits for their age and intended grade.[2]

While some students become OU due to life events that interrupt their studies, many experience a less drastic process, falling behind slowly and consistently as they progress through school. These students display signs of their struggle long before they drop out. Most future dropouts engage in conduct strongly associated with leaving school, such as absenteeism, poor behavior, or class failures, far in advance of dropping out. These signs are part of a slow process of disengagement from school, which often begins as early as school enrollment and culminates with students leaving high school.[3]

Once students fall behind or drop out, the measures in place to help them get back on track are often inadequate. Frequently, they are pushed out to adult or alternative education programs. However, these programs most often lack the resources and expertise necessary to assist these high-need students. Even, if students do manage to overcome the obstacles to high school graduation, many find themselves unprepared to face the academic rigor of college coursework. In this way, the education system fails struggling students at every level, from missing key high-risk warning signs, to using alternative and adult education programs as a dumping ground, and providing inadequate preparation for post-secondary education.

OU students have a specific set of needs, which must be addressed in order to ensure future success:

---

[1] Belfield, C.R.,Levin, H.M., Rosen, R. 2012. The Economic Value of Opportunity Youth.
[2] Information from the issue brief "Helping Over-Age, Under-Credited Youth Succeed: Making the Case for Innovative Education Strategies." Our Piece of the Pie. 2012.
[3] Alliance for Excellent Education. 2008. Using Early-Warning Data to Improve Graduation Rates: Closing Cracks in the Education System.

OU students must be re-engaged in education.

OU students need a unique type of learning environment, different than the traditional models in which they have previously failed to find success.

OU students need personalized academic supports to help them achieve mastery of critical Common Core and CT Frameworks skills.

OU students need recuperative education strategies to help them accelerate learning and stay motivated to earn a high school diploma.

OU students need personalized non-academic supports to help them remove barriers to success and master the non-academic skills that will suppor their success in and beyond high school.

Path Academy has built a program that specifically addresses these needs for the Windham region's OU youth. The school's design incorporates strategies that speak directly to each of these five categories of need, while leaving room for differentiated and personalized solutions. As detailed in Section I of the application, the instructional strategies selected have demonstrated success with at-risk populations, including OU youth, across the nation. At Path Academy, they will come together to support students to mastery of the critical skills necessary for success in college, career, and community.

Overview of Host District: Windham

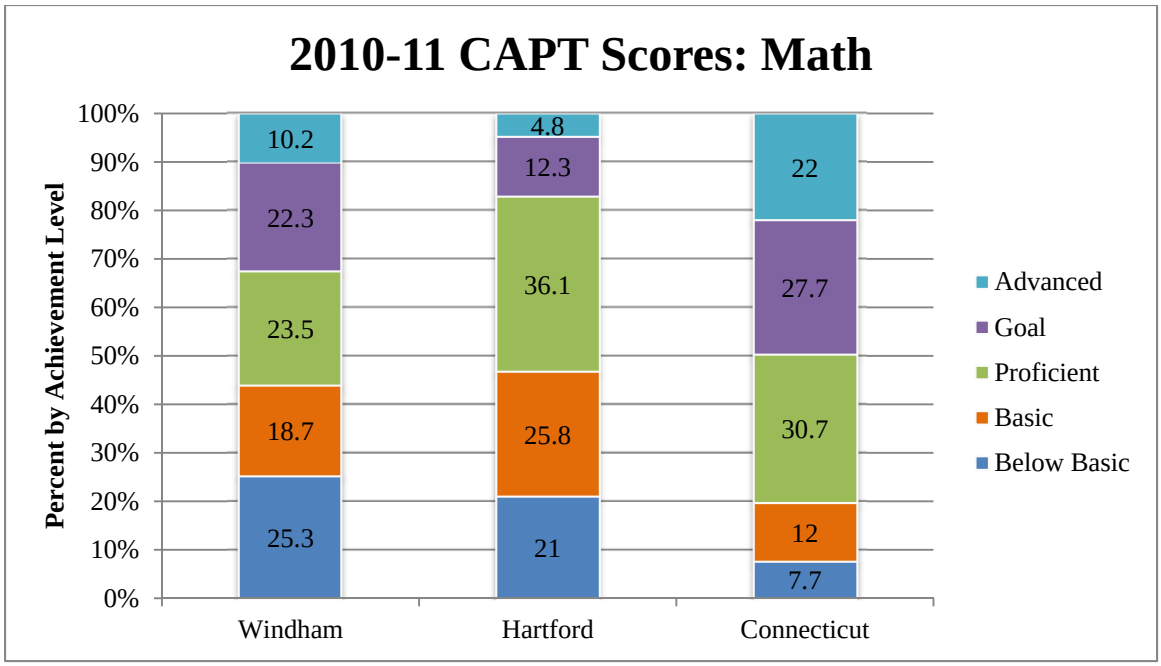
Path Academy will target a 19-town catchment area for student enrollment. However, preference will be given to Windham students for 75% of the seats in the school[1]. Although a small urban area, Windham faces significant challenges, at least as daunting as those in Connecticut's major cities[2]:

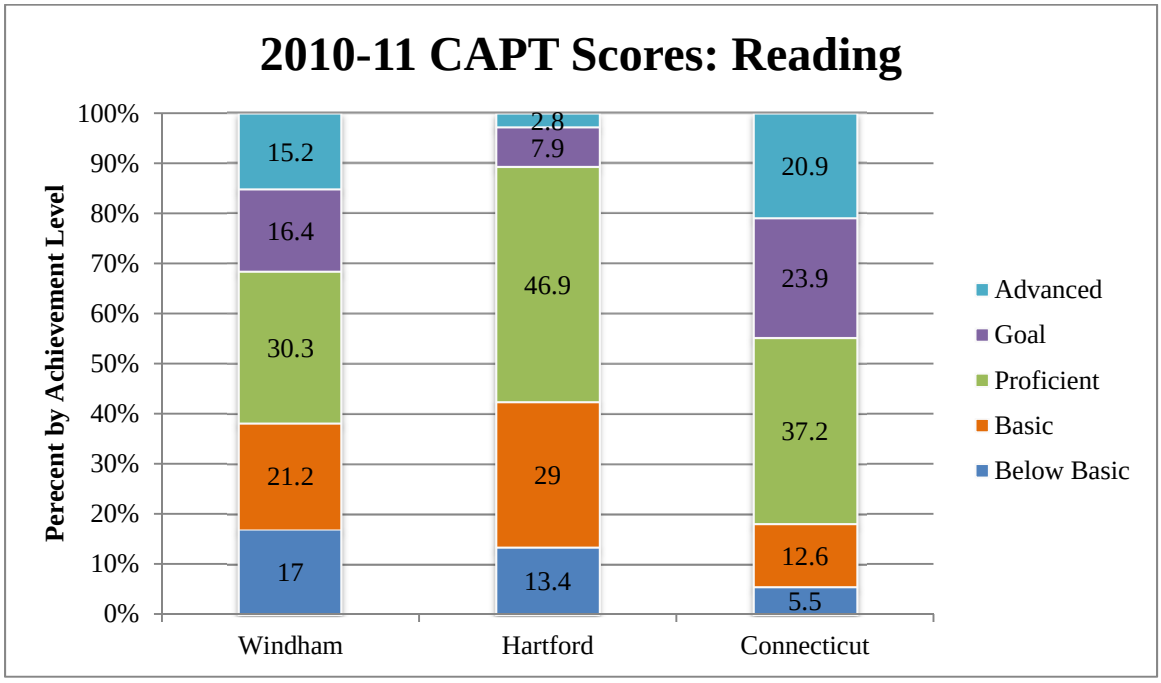
	Windham	Hartford	Connecticut
4-Year Graduation Rate	62.8%	59.8%	81.8%
English Language Learners	26.1%	17.7%	5.5%
Free/Reduced Lunch Eligibility	75.5%	90.7%	34.4%
Students with Disabilities	17.4%	14.7%	11.6%

As Windham's 4-year graduation rate is only 62.8%, this means that 37.2% of students per grade cohort have either fallen behind or dropped out – that is, they are over-age and under-credited. These students have struggled in traditional education models, and need innovative teaching and learning techniques to help them get back on track to a timely high school graduation. This is particularly true in the new era of the Common Core State Standards, which presents a specific challenge to districts already fighting the dropout crisis of how to support students who are now expected to achieve at even higher levels.

This is a formidable level of expectation for Windham, which already sees student achievement at lower levels than state averages and performance levels in many major cities[1]:

[1] While preference will be offered to Windham for 75% of the seats, if they are not able to fill this number of seats at full capacity, all open seats will then be offered to the full catchment area. See Section III, question 5 for more details on the school's recruitment/enrollment plan.
[2] Source: CT State Department of Education, CEDaR.



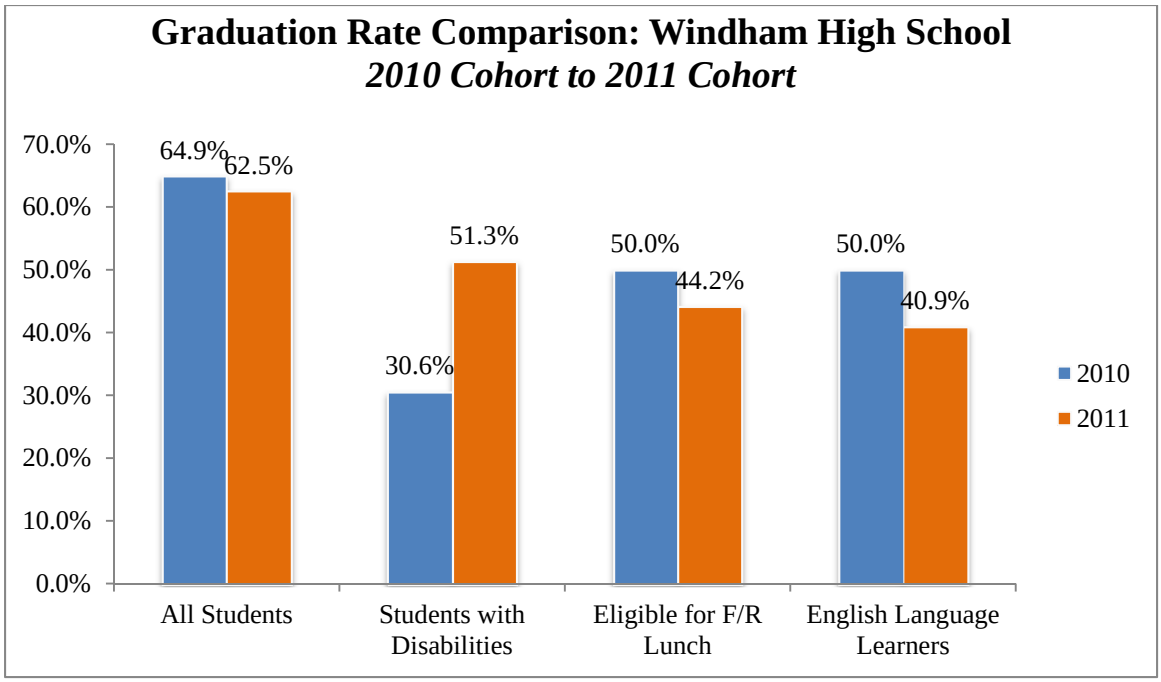


Although Windham sees slightly higher percentages of students at or above Goal as compared to Hartford, it also sees higher percentages of students at or below Basic, contributing to the state's worst-in-the-nation achievement gap. Further, achievement in Windham is threatened by cohort graduation rates that have been dipping for many subgroups[2]:

---

[1] Source: CT State Department of Education, CEDaR.

[2] Source: District presentation "Windham High School Graduation Rates." December 2012.



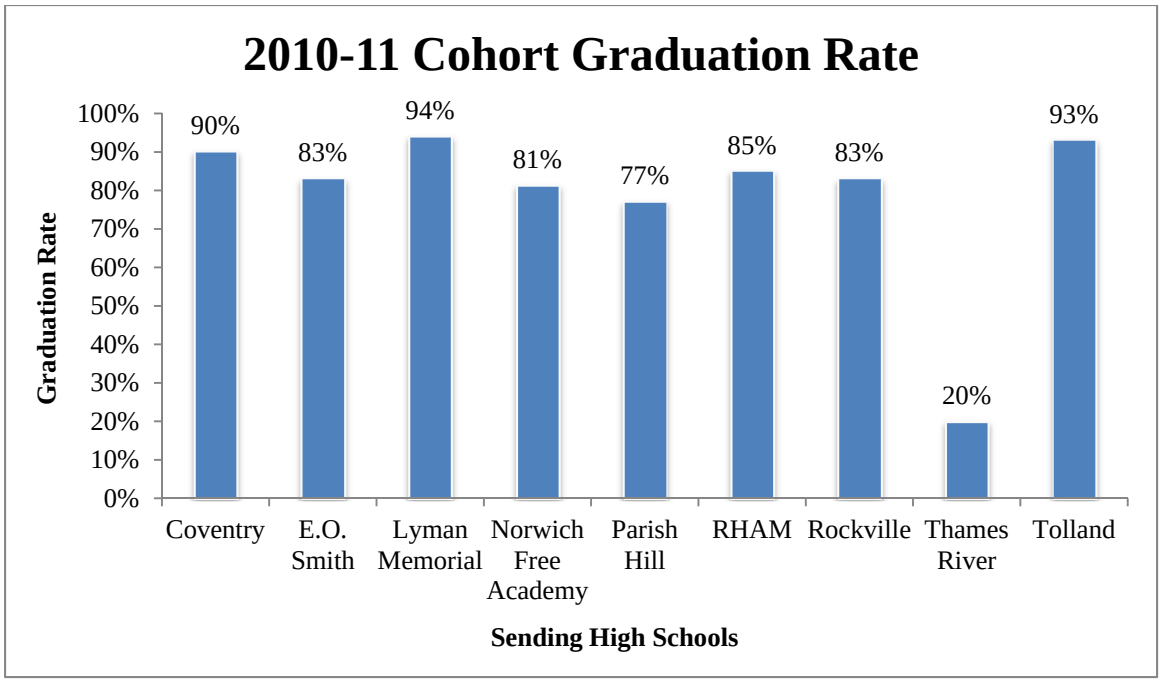
Despite these significant barriers to student success, Windham is consistently under-resourced. With only one (partial day) regional alternative education program available, there is a clear lack of options for students struggling in Windham's traditional high school. Founding members conducted a segmentation analysis of Windham students to determine the number of OU youth in the district (using 2012 data – see Appendix U for the study) and a catchment area study to determine the number of OU youth in the region (using 2011 cohort data - see (See Appendix V for the study). **Based on state data and the 2011 cohort graduation rate[1], it is estimated that there could be 300+ OU youth with in Windham.** Path Academy will provide a much needed opportunity for the Windham region's struggling students. In particular, many of the core educational philosophies presented in our design will cater to a community with such high incidences of English Language Learners and Students with Disabilities.

Catchment Area Overview

The remaining 25%[2] of Path Academy's seats will be available to the entire 19-town catchment area: Andover, Ashford, Bozrah, Chaplin, Columbia, Coventry, Franklin, Hampton, Hebron, Lebanon, Mansfield, Marlborough, Norwich, Scotland, Sprague, Tolland, Vernon, Willington, and Windham. These towns primarily feed 9 high schools: Coventry, E.O. Smith, Lyman Memorial, Norwich Free Academy, Parish Hill, RHAM, Rockville, Thames River, and Tolland As suburban/rural towns with smaller student populations and higher graduation rates, the issue of OU youth and high school dropouts is not as severe as in Windham:

[1] State Department of Education. CT Education Data and Research: Research and Reports. *Cohort Graduation Data: 2011 District.*

[2] As noted, Windham will be offered a preference for 75% of the seats. If they are not able to fill these seats when the school reaches full capacity, the remaining seats of the 75% will be offered to the full catchment area. See Section III, question 5 for details on the recruitment/enrollment plan.



Although most of these sending high schools boast higher graduation rates, none are 100% - therefore, there are OU youth in each district who are not finding success in the traditional high schools. Founding members conducted a catchment area study to determine the potential number of OU youth in the region (see Appendix V for the study). **Based on state data and 2011 cohort graduation rates[1], it is estimated that there could be 1,200+ OU youth in the remaining 18 catchment area towns.** Despite being a smaller number of students for each district, these OU youth still deserve a high quality educational alternative. Path Academy will offer this opportunity to them, providing the appropriate academic and non-academic supports to get them on their own paths to success.

B. Describe how the educational program provided by the charter school will address the needs of the student population.

Over a span of 18 months, founding members came together to design an academic program specifically targeting the needs of OU students. Facing a wide range of academic and non-academic issues, OU students must be afforded certain supports in order to see success in high school, college, career, and community. Path Academy will focus on eight educational philosophies that will help teachers and staff serve the diverse needs of the OU student population. Specific academic and non-academic supports ensure that whether a student has fallen behind due to personal circumstances or academic difficulties, Path Academy is prepared to move them forward toward success in and beyond high school.

Need 1: OU students must be re-engaged in education.

Whether facing academic difficulties or personal issues and obligations, OU students have disengaged from education. The first step in putting them back on their path to success is to re-engage them, allowing them to see how a new school environment can help them succeed where they were not able to in a traditional school setting.

[1] State Department of Education. CT Education Data and Research: Research and Reports. *Cohort Graduation Data: 2011 District.*

At Path Academy, the first step to re-engagement will be each student's relationship with a Youth Development Specialist (YDS). This staff member will be the student's first point of contact at the school, and will guide them to an understanding of how Path Academy will help them achieve success. YDS will perform much of the outreach and recruitment activities, engaging students and their families in the school even prior to official enrollment. Once at the school, each student's YDS will help acclimate them to the school and its unique culture, demonstrating how the core PATH values will help them achieve success. Each student and their YDS will also work together to create a set of goals and an individualized plan to achieve them. YDS will use this as a guide to connecting students with appropriate programs and services, both within and outside of the school (YDS will identify internal and external resources to eradicate any potential barriers to student success). YDS will maintain small caseloads (1:40 – see Section IV, question 1B for details on student to staff ratios). This tool will act not only as a service plan, but a continual reminder to students of what they want to achieve in life, and how Path Academy will help them to do so.

This relationship and plan is an important first step to a student's re-engagement in education. Similar approaches are succeeding in schools, like Opportunity High School in Hartford, CT, which also targets OU youth. This school has seen success, including graduating 102 students who had previously dropped out or fallen behind in school. Further, in 2011-12, the average credit accumulation rate was 83.3%, compared to an average of 58.2% at students' previous high schools. However, the entire Path Academy model has been built to ensure continued student engagement. From the integration of technology to curricula designed to foster students take control of their own learning, students will be given the tools to remain active participants in their education. Further, focused youth and workforce development activities and extensive community engagement will give students a diverse learning experience. All of these strategies have not only proven to increase student achievement, but will keep students engaged and motivated, as well (see Section I, question 2D for detailed research on these strategies).

Need 2: OU students need a unique type of learning environment, different from the traditional models in which they have previously failed to find success.

While some OU students have fallen behind or dropped out of school due to personal situations unrelated to academics, many have experienced difficulties specifically within the school setting. These students have disengaged from the traditional school model, and remain unmotivated by standard instructional strategies. In order to re-engage in education and achieve success in and beyond high school, these students need a unique type of learning environment.

Path Academy has been specifically designed to look, feel, and function differently than a traditional high school. From the moment a student walks in the door, they will understand how Path Academy is unique from the school in which they struggled to find success. From course offerings to class time, behavioral expectations to enrichment activities, Path Academy's model will offer students a unique experience.

Rather than being placed in grades, students will simply test into the appropriate courses. They will progress through these courses based on mastery of skills and concepts, not the amount of time they spend in a seat. This will dispel concerns over being "held back" in a grade, as students may move through content areas at their own pace (see Section I, question 2D for an exaplanation of the school's mastery-based progression approach). Even these courses will look different, themed around projects and titled like college courses (e.g. *Science and Technology: Creative Solutions for a Sustainable Planet*, instead of *Earth Science*). Teachers and staff will communicate expectations that students take an active role in their education, to a degree that they have not previously experienced (see Section I, question 3 for a detailed explanation of the school's curricula). Moving away from the standard lecture-style class time, the Framework for Effective Instruction (FEI – detailed in Section I, question 4B) will guide teacher-led instruction periods. The FEI approach considers the teacher a facilitator (not a lecturer), and is empowering for students, as it focuses on higher level reasoning and students playing an active role in their learning. This supports the school's project-based learning approach, which puts the student at the center of their own learning (See Section I, question 2D for research on project-based learning).

Students will also engage in focused youth development and postsecondary preparation activities, through the integration of the Pathways to Success approach (detailed in Section I, question 2D). These activities, along with Enrichment Activities (e.g. music, art, health) will be included in their weekly schedules, rather than left as

extracurricular events. Students will understand that mastery of non-academic skills is also critical to their success in and beyond high school (see Section I, question 3F for details on the school's non-academic goals).

Students will also be expected to practice the core PATH values of Personal Development, Achievement, Teamwork, and Humanity. Positive youth development techniques and focused personal development activities woven into every student's schedule will support this practice. Further, extensive community engagement opportunities (e.g. project mentors from community businesses, service projects – detailed in Section I, question 2D) and postsecondary preparations (e.g. college tours, Career Competency Development Training – detailed in Section I, question 2D and Section I, question 3F) will allow students a diverse educational experience and the opportunity to apply what they are learning to the world outside of the school walls. The school's discipline system (detailed in Section III, question 6) will also be unique, guiding the school culture to focus on positive youth development and restorative justice practices, rather than zero tolerance/punitive measures. This will engender a school culture of mutual respect and personal responsibility.

Each of these strategies has proven successful with at-risk student populations in high school settings across the country (see Section I, question 2D for extensive research on these strategies). For instance, project-based learning is foundational in the success of the High Tech High School charter network in California. Since 2003, they have graduated 790 students. 100% of these students have been accepted to a college or university, and 99% of them attend that school the fall after graduating from high school.[1] Similarly, the Pathways to Success approach is integrated into Opportunity High School in Hartford, CT. There, it has supported 102 students to graduation, as well as a 2011-12 credit attainment rate of 83.3%, compared to an average of 58.2% at students' previous high schools. When combined, they come together to create an entirely different type of learning environment that offers the appropriate supports and techniques to re-engage OU students in education.

Need 3: OU students need personalized academic supports to help them achieve mastery of critical Common Core and CT Frameworks skills.

As previously discussed, OU students often fall behind in school due to specific academic difficulties. They are pushed through school without solid content area foundations, causing them to slip further behind each year. As they see less and less success, they disengage from education and, oftentimes, drop out entirely.

Students who fit this profile need personalized and focused academic supports to help them fill in the gaps and achieve mastery of critical Common Core and CT Frameworks skills. Path Academy's mission, core PATH values, and educational philosophies all cater to this strategy, ensuring that students have the right supports and resources to build and stay on their own personal paths to success. This strategy has been shown to improve achievement for many types of learners, but is of particular importance to OU students. One example of this is the SIATech program, implemented at ten schools nationwide, specifically targeting former high school dropouts with personalized learning and differentiated instruction. Overall, students make gains of 2.5 years in math and 1.5 years in English within one year of a SIATech program.[2]

Each OU student has struggled in a different way, met different roadblocks to their success in school, and had a different set of experiences that led them to where they are now. It is impossible to generalize one solution to fit each of these unique circumstances. Instead, the Path Academy model offers a continuum of services in every area, allowing the school to build each student their own specific set of supports.

The entire academic model is built to support students to mastery of critical skills by giving them the specific supports that they need. High quality teacher instruction will be crucial, as teachers will be given the resources to differentiate learning for each student (see Section I, questions 4B and 4C for details). Students will engage in peer support, as the classroom environment will focus on student-to-student and student within small group learning, rather than lecture-style instruction. Cutting edge classroom technology will give teachers a way to continually

[1] High Tech Charter School Network. About Us. 2012.
[2] SIATech, 2012.

assess student learning, and at a glance, monitor their specific needs (primary classroom management system will be Kickboard – see Section I, question 5A for details on the school's data management systems).

Technology will play a part in every student's education, but will be used differently, depending on the student's needs. Computer-based education programs will be available to students for any number of activities, ranging from targeted literacy and numeracy supports, to access to AP and dual enrollment classes (see Section I, question 2D for research and details on the school's computer-based education programs). Students will also learn to use computer-based and web 2.0 tools to enhance and personalize their learning experience (see Section I, question 2D and 3D for details on how technology will be used in instruction). Even the core instructional strategy of project-based learning offers academic personalization, as students will play a role in determining how they demonstrate their learning (see Section I, question 2D for details on the school's project-based learning approach).

As a small school environment, capping at 200 students, Path Academy will be able to provide this type of personalized and differentiated instruction. By incorporating these strategies that have demonstrated success with similar populations, Path Academy will provide OU students in the Windham region with an opportunity to find their path to success.

Need 4: OU students need recuperative education strategies to help them accelerate learning and stay motivated to earn a high school diploma.

OU students are, by definition, behind their intended peer group in terms of content/skill acquisition and credit accrual. This is a hugely demotivating factor, which stands in the way of re-engagement. OU students need recuperative education strategies that will help them accelerate learning, catch up, and earn a high school diploma in a timely fashion.

Path Academy will provide the personalized academic supports described above as a part of this recuperative strategy. In addition, two key factors help students to accelerate learning and stay motivated. First, the school's extended day and year will give students more time in school (see Appendix B for an academic calendar and Appendix C for an example of a student schedule). In part, this time will accommodate focused youth development activities and postsecondary preparations to better support students on their paths to success. However, it will also allow for extra time to be spent on academics. An extended day and year will give each student the time that they need to access the proper supports, and will allow them to maintain a constant focus on their education, with no extended periods to drop behind (see Section I, question 2D for research on this strategy).

Second, the school will move students through courses based on demonstrated mastery of skills and concepts, rather than the traditional Carnegie unit seat time measure (see Section I, question 2D for research on this strategy). All students will maintain a focus on the future, and they will remain motivated by knowing that they will never have to move back to the beginning to move forward. But, each student will move forward at their own pace, and with their own set of supports. These supports will be tailored based on continuous internal and external assessments (see Section I, question 5 for an explanation of the school's robust assessment system). Specific student data will drive every aspect of the school, keeping teachers and staff focused on exactly what needs must be fulfilled for each separate student in order to keep them on their path to success.

These proven recuperative education strategies will accelerate student learning where appropriate. This will allow students to remain motivated to catch up to their peers and earn a high school diploma.

Need 5: OU students need personalized non-academic supports to help them remove barriers to success and master the non-academic skills that will support their success in and beyond high school.

In addition to academic difficulties, many OU students face daunting personal challenges that interfere with their ability to succeed in school. These barriers must be addressed before students can focus on academics. Further,

academic skills are not the only ones that students must master in order to achieve success in and beyond high school.

A foundational element of Path Academy is the school's commitment to providing non-academic and holistic student supports. Youth development staff will ensure that students are connected to resources internal and external to the school to address personal barriers to success. They will also provide focused youth development activities to support each student's social-emotional growth. Additionally, the school will incorporate workforce development and college preparation activities into each student's schedule. Each of these efforts will be tracked against non-academic goals for students (described in Section I of the application), staying true to the school's relentless focus on data driven practices.

Finally, the school will engage other stakeholders in each student's life to ensure that their diverse needs are being met at school, at home, and in the community. Parent engagement is critical to student success, and will be a source of strength for Path Academy students. In the same manner, community engagement will play a role in the school. School staff will work with community service providers to connect students to a wide range of services, as well as with business leaders and other community members to offer a wide range of experiential learning opportunities, internship placements, and other postsecondary preparation experiences. Community engagement will widen the school's reach to ensure that all student needs are met, and reassure students that those who surround them support them.

These strategies have all proven to increase student achievement. For example, OU students at Opportunity High School in Hartford, CT are increasing their credit accumulation significantly. In the third operating year, the average credit accumulation rate was 83.3%, compared to an average of 58.2% at students' previous high schools.[1] At Path Academy, they will play a critical role in re-engaging OU youth and keeping them motivated to master the skills necessary for success in high school, college, career, and community.

C. Describe the grade range and ages the proposed charter school will serve, including grade levels upon opening and the growth plan for each year covered by the charter request.

Path Academy will function as an ungraded school, but will serve students who would be listed in grades 9 – 12 in the traditional system. Although this standard grade association will intentionally be avoided as a focus for students (part of the school's effort to give students a unique experience), student transcripts will reflect correlation with state standards for each grade. The student age range will be 14 – 21 years. However, as OU youth have fallen behind, they are typically older. Therefore, we expect that the age range will primarily fall between 16 and 21 years.

Path Academy will open with 120 students in August 2014, expanding to the full capacity of 200 in the second year. As the school will function without assigned grade levels, students will be given diagnostic assessments in each content area upon enrollment to determine in which Band Level courses they will start (detailed in Section I of the application). This could mean that Path Academy will serve all traditional grade levels in year one. However, OU students are typically far behind in credit attainment, so we expect that students will generally enter with 0 – 12 credits. The growth plan over the five years covered by the charter request has been calculated based on two assumptions (using Opportunity High School's rates as a peer group): 1) 85% retention rate from year to year and; 2) 10% acceleration rate from year to year (that is, 10% of students will make two traditional grade gains in a year – e.g. moving from 9th grade standing to 11th grade standing).

[1] Our Piece of the Pie report to Hartford Public Schools. 2012.

PROJECTED STUDENT ENROLLMENT

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1											66	36	12	6	120
Year 2											105	50	33	12	200
Year 3											44	80	47	29	200
Year 4											59	34	64	43	200
Year 5											72	45	31	52	200
Total											**346**	**245**	**187**	**142**	**920**

*Based on an estimated 85% retention rate and 10% acceleration rate.

D. Provide a rationale for this enrollment plan, including your reasons for choosing to serve the specified grades.

Path Academy will choose to serve students who fall within the traditional grades 9 - 12, because our mission states a focus on over-age, under-credited (OU) high school students. OU students are defined as such using Connecticut's high school credit accrual system, and are therefore within the traditional 9th -12th grades by definition. Although students have often already fallen behind in elementary or middle school, Path Academy will focus only on students in the state's traditional high school grade levels (9 – 12). As OU high school students are often older to begin with, this will prevent an unmanageable spread of student ages in Path Academy's small environment. Students at any level of high school credit attainment will be encouraged to enroll, and will be easily accommodated through the school's personalized learning environment. Course curricula for all grades will be complete prior to school opening, so the school will be prepared to offer any course in the first year.

As a small school, Path Academy will maintain an aggressive but feasible growth plan to reach full capacity by the second year. We plan to start with fewer students in the first year, to ensure that systems and operations are functioning correctly before expanding.

2. Child Day Care Services

A. Indicate if child day care services will be provided (i.e. preschool and/or before and after school services to children). If yes, indicate the age range of the children the charter will serve in the pre-school and the before- and/or after-school program respectively.

Child day care services will not be provided at Path Academy. However, the school's Youth Development Specialists will be in place to help students remove all barriers to academic success. If students need child care services in order to attend school, Youth Development Specialists will connect them with both providers and funding sources, if needed. Founding members have already built relationships with the Windham consortium of child care and early childhood education providers. This relationship will be maintained by the school going forward. In addition, Path Academy's charter management organization has experience in connecting youth with funding assistance for child care, and will train staff on how to help students find state assistance from programs such as Connecticut Care 4 Kids.

B. Connecticut General Statutes, Section 19a-77(b), provides that a program administered by a public school system (i.e. charter school) is not required to be licensed by the Department of Health (DPH) to operate. Indicate if the charter school will retain the responsibility of the management and oversight of the program, program staff and the children served. If the charter school will not administer the program, indicate which entity will administer the program and if or when the entity administering the program will be licensed by DPH to serve young children.

Path Academy will not retain the responsibility of the management and oversight of any child care program. However, Youth Development Specialists will note whether/when providers will be licensed by DPH to serve young children when making connections for students at the school.

3. Special Education and Section 504 of the Rehabilitation Act of 1973

A. Describe the school's plan to meet the needs of students with disabilities who require a range of special education supports and related services, as required, pursuant to the IDEA and Section 504 of the Rehabilitation Act of 1973 (Section 504), while, at the same time, remain true to the school mission, vision, and educational philosophy.

All special education programs and services at Path Academy will be provided in accordance with applicable state regulations and federal laws (IDEA, Section 504), and in compliance with each student's Individual Education Plan (IEP) and/or 504 plan. We will use the Windham
Public Schools Special Education Policies and Procedures Manual as a guide for service provision within the school. Under IDEA and Section 504 laws, Path Academy will ensure that students:

- Are appropriately evaluated
- Receive a free and appropriate public education in the least restrictive environment
- Have parents/guardians engaged in IEP development (and are engaged themselves, if appropriate)
- Receive services in accordance with their IEPs or 504 plans

Path Academy will welcome all students, regardless of ability. Our target population of over-age, under-credited (OU) students, as reflected in our mission, comes from many different backgrounds. While some have faced personal challenges or have simply become uninterested in education, others have fallen behind due to special needs that may not have been properly addressed or have simply held them back. Our innovative school model incorporates a broad spectrum of personalized supports, spanning from academic processes (e.g. Tiers 2 and 3 of the SRBI framework, described in detail in Section I, question 5G) to non-academic resources. These supports will be tailored to each student, and will specifically follow service plans for students with IEPs and/or 504 plans.

True to the vision and educational philosophies of the school, all students, including those with disabilities or requiring special education services, will be held to high academic standards. They will be supported in their progress toward achieving these through holistic student supports, a blended learning environment, an extended day and year, and extensive community engagement. Students requiring special services will particularly benefit from the curriculum foundation of differentiated instruction and mastery-based progression, allowing them to move at their own pace with the appropriate set of learning materials and provisions. Students requiring special education will use this environment to work in IEP goals, as Path Academy will provide services and accommodations, as outlined in their IEPs and/or 504 plans. All students will also learn, practice, and demonstrate the school's core PATH values, which will be incorporated in their Student Success Plans (described in Section I, question 5I). All students requiring special services will have a Student Success Plan, in addition to IEPs or 504 plans.

Free and Appropriate Public Education: Service Plans

Path Academy will manage and implement all requirements and services detailed within IEPs and 504 plans. Founding members have worked with district leaders from Windham Public Schools over the last 18 months to outline a plan for guaranteed high quality service provision for all Windham students requiring special services at Path Academy (Windham students will make up the majority of the student body – see Section III, question 5 for the enrollment plan). We will extend this same process to all other catchment area districts upon approval. Overall, Path Academy will work with each student's home district to determine needs based on IEPs/504 plans and the best way to deliver services.

Depending on student needs, Path Academy will employ or contract with certified special education teachers to ensure that learning needs are being met. The continuum of services that the school is prepared to offer will include:

1) ***DIRECT CONSULTANT*** – Path Academy may hire or contract with special education teachers to push-in to classrooms for support. This push-in model may include special education teachers in the classroom to provide instruction and support to students requiring special education (e.g. materials, one-on-one work).

This model will allow for the highest possible level of inclusion of students requiring special education in the general education environment.

2) ***Indirect consultant*** – Path Academy may hire or contract with special education teachers to prepare classroom teachers to teach students with special service needs, offering support and reviewing student progress. This support may include provision of differentiated instruction modules that pertain to each student requiring special education, planning portions of lessons with general education teachers, providing supplemental resources that directly correlate with students' IEP goals, and collaborating with the general education teacher to determine appropriate instructional strategies for students.

3) ***Co-teaching*** – Path Academy may hire or contract with special education teachers to enter the general education classroom to provide supports in the least restrictive environment for students with special service needs. This co-teaching model would place a special education teacher as a full partner in the classroom with a general education teacher, and allow the special education teacher to provide instructional support and differentiated instruction for students requiring special education.

4) ***Resource room*** – Path Academy will have a classroom set aside for special education purposes (see floor plan, Appendix N) for students who need specialized supplementary instruction in small group/individual settings; room may include technology resources, kinesthetic experiences, life skills learning opportunities, or other supports, depending on student needs and IEP goals.

5) ***Contracted services*** – Path Academy may cooperate or contract with student districts of residence or regional education service centers for specific services provided by occupational therapists, psychologists, physical therapists, speech language therapists, nurses, counselors, social workers, and other specialized service providers, as required by student IEPs and/or 504 plans.

6) ***Transition services*** – Path Academy already builds into each student's individualized plan specific transition services to help students prepare for postsecondary; these will be tailored to meet needs of students with special service requirements.

Service plans will follow students from their home district, written by the district's assigned special education teacher/coordinator. Once a student joins Path Academy, we will take over maintenance of these plans (described further below in question 3b). In the event that a student is not identified as requiring special education until after joining Path Academy, they will be referred back to their home district for evaluation. Planning and Placement Teams (PPT) will be convened for initial evaluation, change in services, re-evaluations, due process/complaint resolution, and discipline actions. PPTs will include the following representatives:

- General education teachers from Path Academy
- Special education teachers from Path Academy and home district
- Youth Development Specialist from Path Academy
- Specific service providers (e.g. speech therapist)
- Parents (and students, if appropriate)
- "Case Manager" from home district

Overall, Path Academy will support successful implementation of all student service plans. We will maintain records, conduct PPT meetings, and provide notices (referral, PPT meetings, evaluation, etc.) to parents and districts in accordance with federal and state regulations, using Windham Public Schools' Special Education Policies and Procedures Manual as a guide.

Least Restrictive Environment

Path Academy is committed to providing the least restrictive environment for each student with an IEP or 504 plan. Students with special service requirements will be included in the general education classroom settings as much as possible. Path Academy's unique classroom model will easily allow for reasonable accommodations. Teachers will be notified of their responsibilities within the classroom, and will be supported by special education staff as IEPs

mandate. In addition, the school's foundational instructional method – the Framework for Effective Instruction (FEI) – is supportive of all students, particularly through the "sheltered workshop" element. This allows teachers to offer specifics supports to students as needed for the bulk of a class period, as students work together in small groups to learn and practice skills (see Section I, question 4B for a detailed explanation of the FEI at Path Academy).

Students will take state examinations, except where mandated otherwise in an IEP. In such cases, alternative assessments will be administered, as required.

Scientific Research-Based Interventions

As described in Section I, question 5g, Path Academy will use supports through a Scientific Research-Based Interventions (SRBI) framework (including an Early Intervention Process) for all students who are not progressing through the general education curriculum. Progress in academics, behavior, and social-emotional life skills will be constantly monitored by both teachers and Pathways staff. Difficulties in any area will lead to consideration of students for higher level supports within the SRBI framework. This process directly follows the mission, vision, and educational philosophies of the school, as it increases the personalization of education based on individual student needs.

The SRBI framework will not supplant the special education process. All students will sit within Tier 1 of the framework. For students requiring special education, Tier 1 will include the general education curriculum and any special education supports and service required within IEPs or 504 plans. If students requiring special education are not progressing with these two elements, they will then access more intensive supports within the SRBI framework (Tiers 2 and 3).

For students not identified as requiring special education, supports through the SRBI framework will generally be exercised prior to students being evaluated for special education requirements (although teachers, staff, and parents may request that a student be referred and evaluated for disabilities/need for special education at any point). Important to note is that classification as requiring special education will not be the given end point for students failing to progress under Tier III interventions.[1]

B. Clearly indicate that the school understands its responsibility to meet the requirements of Individualized Education Programs (IEPs) and Section 504 plans, and has a detailed compliance plan that includes the provision of certified personnel, receipt and retention of appropriate documentation, student assessments, classroom adaptations, and sufficient professional development for staff.

Path Academy understands our responsibility to ensure the provision of services required by student IEPs and entire 504 plans. We will ensure that we are complying with all state and federal regulations through the provisions listed below:

1) ***CERTIFIED PERSONNEL*** – depending on needs of students, Path Academy may hire, contract with, or collaborate with each student's home district to provide the appropriate certified special education teachers and/or service providers (e.g. occupational therapist, etc. as described above in question 3a). In addition, a lead Youth Development Specialist at Path Academy will act as the school's 504 coordinator. The school will develop a team of teachers, Pathways staff, and school leaders to convene should a student need to be considered for 504 eligibility.

[1] This section is based off of the CT SRBI manual. CT State Department of Education, Bureau of School and District Improvement. 2008. *Using Scientific Research-Based Interventions: Improving Education for All Students. Connecticut's Framework for RTI.*

2) ***Documentation*** – Path Academy will hold all documentation pertaining to student IEPs and 504 plans, maintained by school's Administrative Assistant in locked storage bin in the administrative suite. These documents will be received by Path Academy during the transfer of records process for student enrollment. We will then maintain and update these records as necessary (e.g. progress reporting). We will also distribute materials to parents, school teachers/staff and home districts as appropriate. Using IEP Direct (online) or a similar program, Path Academy will allow access to home districts for continuous communication and monitoring by both responsible parties. Copies of IEPs will also be made available to all Path Academy special education and general education teachers working with students requiring special services. We are committed to following all state and federal laws regarding communications and storage. We will ensure that documents are retained and kept confidential, with procedures for maintaining files in a secure and locked location with limited access. These documents may include IEPs, FBAs, BIPs, evaluations, SRBI documentation, 504 plans, progress reports, assessments, and meeting minutes.

3) ***Student Assessments*** – Path Academy is committed to implementing IEPs as written. If they need to be changed, the school's special education staff and school leader will work with the district to rewrite. This process will also occur for re-evaluations and all PPT meetings. All students will participate in statewide mastery assessments with general education students, unless their IEPs specify otherwise. Accommodations will be made available, as required in their IEPs (e.g. pertaining to allotted space or time). Path Academy will ensure communication to parents of student of progress at least as frequently as other students.

4) ***Classroom Adaptations*** – Path Academy's building plan devotes one classroom to special education. All other classrooms are highly adaptable, and will adapt as needed according to IEPs and 504 plans. Further, the school's communal Learning Lab has group work stations and separate computer carrels for students to use during Learning Lab and Intervention/Acceleration periods, as well as at any appropriate time throughout the day. Students with disabilities and students requiring special education will have access to this room at any time.

5) ***Professional Development*** – Path Academy will maintain a focus on continuous professional development for all teachers and staff. The content of professional development will target specific teacher/staff needs, according to ongoing student progress and teacher evaluation data. Any special education teachers on staff at Path Academy will have access to the appropriate professional development resources (e.g. consultants/education professionals in the field, conferences) to strengthen their support of student achievement. The school calendar builds in extensive professional development time for all teachers (see Appendix B for the academic calendar). This time includes mini-sessions every Wednesday afternoon, a half-day every Learning Cycle (six times per year), and a Summer Learning Institute (a full week before the start of the school year). In addition, general education teachers may receive professional development to support them in their education of students requiring special education in their general education classrooms, as needed. Teachers and staff will receive training on the special education referral process, IEP development, implementation of IEP, evaluation of student progress, reporting requirements, and discipline of students with disabilities.

C. Describe the system by which the charter school will work with the special education student's district of residence to receive reimbursement of the amount equal to the difference between the reasonable cost of educating such students and the sum of the amount received by the state charter school from all sources (for state charter schools only). Describe how the special education services set forth in the students' IEPs or Section 504 Plans will be paid.

Path Academy will work with each student's district of residence to receive reimbursement for special service provision. Founding members have developed a preliminary agreement with Windham Public Schools to develop a fee schedule for student services, in which Windham Public Schools would reimburse Path Academy for any services provided (in-house or contracted) according to the type of service and number of hours required. We will work to extend this agreement to all sending districts. By this system, funds will be provided to the school based on what each student's service plan requires.

D. Describe the policies and procedures to ensure that students who may be eligible to receive special education and related services, under either IDEA or Section 504, are referred to their school district of residence or to the charter school staff for evaluation.

In accordance with state and federal regulations, Path Academy will assume the responsibility for the location of all students up to age 21 that require special education and/or related services. All students who are suspected of having a disability or who are in need of special education will be part of Path Academy's child find process, and will be immediately referred to their district of residence for initial evaluation.

Referrals may be made by any professional staff member at the school, parent/guardian or student (if the age of majority). When referring a student, Path Academy staff members must state the reasons for referral with any supporting documentation and previous attempts to address these issues. Students whose behavior, attendance, or progress in school is considered unsatisfactory, or students who are suspended repeatedly, and have already been supported with various interventions, will be referred to a Planning and Placement Team (PPT), which will include representatives from Path Academy and representatives from the student's home district (discussed above in question 3a). This will be done through completion of a standard referral form, and the notification of the parent/guardian of the students through the Notice of Referral to PPT.[1]

E. Provide a plan to engage the parents of students with disabilities.

Overall, parent engagement in the school and in their child's education is a critical element of the Path Academy model. Therefore, parents of students requiring special education will be encouraged to partake in all school and student activities. These will include initial orientation for enrolled students/families, bi-annual open houses, parent-teacher conferences at the end of each trimester, and parent involvement groups. In addition, Path Academy will host parent engagement workshops aimed at mentoring parents on how to link school to home and future goals for their children. These workshops will be specifically tailored for parents of students with disabilities/special education needs to ensure that all Path Academy students are properly supported at school and at home.

Once parents are engaged, Path Academy will keep them informed of their student's educational experience. Parents of students requiring special education will receive the same information from school as general education students, within the same timeframe. This may include report cards, progress reports, assessment scores, and information on school activities. This may be through multiple modes of communication, including parent portals (Kickboard or PowerSchool), by email, by phone, by mail, or in person.

Path Academy will also develop a handbook for parents of students requiring special education. This handbook will inform parents/families of how Path Academy will meet the needs of their students. The school Principal will use the state handbook as a guide when developing these materials.

---

[1] Windham Public Schools. *Special Education Policies and Procedures Manual.* 2011; CT State Department of Education: Bureau of Special Education. *Parent's Guide to Special Education in Connecticut.* 2007.

4. Teaching English Language Learners (ELLs)

A. Describe a plan that supports a responsive general education classroom that will provide ELL students access to the general education program. General education teachers will use the ELL Framework and "Scientific Research-Based Interventions (SRBI) for ELL students: A Handbook to accompany Connecticut's Framework for Response to Intervention (RTI)" as a resources that will support their ELL students.

Path Academy is committed to serving all students, including English Language Learners (ELLs). Founding members have paid particular attention to plans for this group of students, because of the high incidence of ELLs in the school's primary sending district of Windham. Our staffing plan includes at least one full time TESOL-certified instructor. This individual and all general education teachers will use the Connecticut ELL Framework in planning, instructing, and assessing ELL students, and *Scientific Research-Based Interventions (SRBI) for ELL Students: A Handbook to accompany Connecticut's Framework for Response to Intervention (RTI)* as a resource to support linguistic and academic achievement of the school's ELL students.

In particular, Path Academy will focus on supporting a responsive general education classroom that will provide ELL students with access to the general education program. The school's vision and core philosophies will support personalized learning pathways designed to meet the needs of individual students. The school's core instructional method – the Framework for Effective Instruction – will support this. In fact, one of the main tenets of the FEI is the "sheltered workshop" approach, which was specifically designed for ELL students. This approach assumes that every student has particular learning gaps, which may include gaps stemming from language acquisition challenges (see Section I, question 4B for a detailed description of the FEI).

All teachers and staff will support ELL students on their individual learning pathways and will provide appropriate supports (e.g., Sheltered Instruction strategies) to help them achieve linguistic and academic progress. In addition (as noted above) the school's staffing structure includes at least one TESOL-certified instructor. (The school's budget includes funds for a second TESOL-certified teacher when at full capacity of 200 students, if needed.) Additional staff members, such as tutors (who will provide push-in Native Language or ESL support), may be provided as needed.

This staffing plan gives Path Academy the bandwidth to employ Co-Teaching as one of its primary service delivery models, in addition to offering English for Speakers of Other Languages (ESOL) courses and push-in linguistic/academic support. Classes that are co-taught will use the expertise of general education/content area teachers and the ESOL teacher to provide ELL students with access to the general education curriculum or Core/Tier I Instruction. By combining the expertise of teachers within content area classes, core instruction will be enhanced and sheltered, and students will be pulled out of core content less often, thus decreasing the separation between English Language Development classes/services and content area instruction. Such a disconnect is one of the most talked about short-comings of educational programs for ELLs by experts in the field.

As described in Section I, question 5G, Path Academy will also implement an Early Intervention Process and include all students in the school's SRBI framework, using the state handbook as a guide. Students will be given access to higher levels of support/interventions through early and systematic identification of needs (e.g. attendance issues, behavioral concerns, lack of academic progress). The SRBI Framework at Path Academy can generally be outlined in the following way, with the described supports for ELLs:

TIER 1 for ELL students includes the general education curriculum and ESOL program (i.e., courses and other supports). As for all Path Academy students, ELLs will receive differentiated instruction, small classes, and Intervention/Acceleration blocks for small group supports and independent work. In addition, they will receive an appropriate ESOL program, which may include specific ESOL courses, tutoring, push-in classroom support, or co-taught content area courses. Teachers will continuously monitor student progress through the school's robust assessment system (detailed in Section I, question 5). Additional benchmarks for ELL students will be monitored in the data system by the TESOL-certified teacher. Students will be compared to their "true peers" (students at similar

proficiency levels with similar cultural backgrounds and amount of time in the U.S.) when determining whether they are having difficulty making typical progress.[1]

TIER 2 interventions for ELLs will be offered when Path Academy teachers and staff determine that the general education curriculum and ESOL program are not enough for the needs of developing ELL students. These interventions will be supplementary and short-term, typically taking place over the length of a Learning Cycle (6-8 weeks). They may include higher intensity or longer periods of supports for students, and will typically involve smaller group work. In addition, students who are exceeding expectations will receive additional supports to accelerate learning (e.g., one-on-one work with teachers, access to additional coursework on computer-based education programs, work with external mentors).

TIER 3 interventions for ELLs will be offered after assessments indicate that Tier 2 interventions have not been successful. These interventions will be increasingly intense and personalized, and will occur for longer periods of time. Student progress will be monitored even more often. If these interventions do not succeed, the student may be considered for evaluation for special education. Again, students who are exceeding expectations will receive additional supports to accelerate learning.

The SRBI framework at Path Academy is applied to/includes all students (as described in Section I, question 5G). As per the principles of the CT SRBI Framework, most ELL students' needs will be met in Core/Tier I instruction, with some ELL students needing higher tiers of instruction/intervention per their individual social, academic, and behavioral needs. This will be achieved by using the materials, processes, instructional methods, and resources detailed in the state handbook. In addition, we will work with district leaders, particularly at Windham Public Schools, to continuously incorporate best practices in the education and instruction of ELLs and current/up-to-date curricula/resources.

B. Present a comprehensive plan that addresses the proposed school's methods and strategies for identifying and serving ELL students, administering the mandated annual Language Assessment Scale (LAS) Links assessment and how they will exit from the program. In addition, present how data will be used to inform instruction and how will the school monitor the continued progress of exited ELL students.

Path Academy is committed to implementing the recommended procedures and practices for identifying, serving, and annually assessing and serving ELL students. The progress of ELL students and former (or "exited") ELL students will be monitored. The linguistic and academic/content area performance data of identified ELL students will be used to inform instruction. The academic/content area performance data of former/exited ELL students will be monitored closely with specific attention given to their newly exited status during the two years following their exit (per Title III).

Identification

Path Academy will be located in Windham, CT and will give offer Windham students a preference for 75% of its seats. Though a small semi-urban (K-12) district, 41.5% of K-12 Windham Public Schools students have a dominant language other than English, and 26.1% are identified English Language Learners.[2] Windham's incidence (or, percentage of its student body) of identified ELL students is the highest in the state. Windham is very much a bilingual community, a fact confirmed by 2010 Census data, in which Willimantic (Windham's small urban center) adults self-reported that 37% of persons ages 5 through adult speak a language other than English in the home.[3] Most ELL students will come to Path Academy already identified as ELL students from Windham and other sending districts. In such cases, we will use the sending district's data about the student to create an appropriate service plan.

[1] CAPELL. (2012). *Scientific Research-Based Interventions for English Language Learners: A Handbook to Accompany Connecticut's Framework for RTI.*
[2] Connecticut State Department of Education, Bureau of Data Collection, Research, and Evaluation. 2012.
[3] U.S. Census. 2010. http://quickfacts.census.gov/qfd/states/09/0985810.html.

In the case of new arrivals, Path Academy will follow the Identification Guidelines established by the Connecticut State Department of Education[1]:

1) Preliminary Assessment of Dominant Language (home language survey)
2) Final Determination of Dominant Language (information from parents, oral interview, observations)
3) Determination of English Language Proficiency (interview, LAS Links test, consideration of academic history)

Windham Public Schools' central office leaders have also agreed to provide training to Path Academy teachers and school leaders in the identification process.

The final category for consideration at Path Academy will be high school dropouts – a considerable concern, as our target population is over-age, under-credited students (high school dropouts fall into this category). These students will still be identified by the state as ELL students, and so considered as such by Path Academy, but will be given a new LAS Links assessment upon entry to obtain new baseline data on their English language proficiency and skill levels.

Services

Path Academy's innovative school model incorporates a broad spectrum of personalized supports, spanning from academic to non-academic resources (see Section I, question 2D for details on Path Academy's strategies). These supports will be tailored to each student, including ELLs, to ensure that they achieve at the highest levels possible. In Windham in particular, many of our target OU students may have fallen behind due to the need for more linguistic and academic support designed to meet the needs of students in the process of acquiring an additional language, interrupted or inconsistent education, etc. (i.e., ELLs at various stages of Second Language Acquisition and different "types of ELLs"[2]).

True to the vision and educational philosophies of the school, all students, including ELLs, will be held to high academic standards. Therefore, the school will support these students by employing high quality teachers and computer-based education programs that will differentiate instruction (see Section I, question 2D and Section I, question 4B-C). Path Academy will also offer students a project-based learning approach that will allow them to access content at their current stage of Second Language Acquisition and levels of English language proficiency, and follow a mastery-based progression that will allow students to advance at their own pace (see Section I, question 2D for details on these strategies).

In addition, continuous assessments and a culture of data analysis to inform instruction will play a large part in ensuring ELL students' linguistic and academic progress (see Section I, question 5 for a description of the school's assessment system). Furthermore, the school's extended day and year (see Appendix B for an academic calendar) will allow ELL students more time, more continuous instruction, and a reduction in the regression typically experienced (by all students) between school years. All students will also learn, practice, and demonstrate the school's core PATH values, which will be incorporated in their Student Success Plans (described in Section I, question 5I).

Each student's service plan will be built based on their LAS Links assessment proficiency levels (and year-to-year scaled score growth). Path Academy is prepared to offer a continuum of services, which is designed to serve students at the various stages of Second Language Acquisition and English language proficiency levels. The types and amount of services/support will vary with students' linguistic and academic proficiency levels and needs.[3] The services within such a continuum may include, for example:

---

[1] State Education Resource Center (SERC) and the Connecticut State Department of Education (CSDE). 2010. *Administrative Resource Handbook for Coordinators of Programs for English Language Learners in Connecticut's Public Schools.*
[2] Freeman and Freeman. (2004). *Three Types of English Language Learners.* National Council of Teachers of English.
[3] Connecticut State Department of Education (CSDE). (2010). *Position Statement on the Education of ELLs.*

1) ***FOR STUDENTS AT AN OVERALL LAS LINKS LEVEL 1 OR 2*** (Beginning or Early Intermediate Proficiency)[1]: Tutors who provide push-in Native Language Support or pull-out ELL tutorial services, ***AND*** ESOL courses including Academic English specific to content areas/courses, ***AND*** co-taught courses.

2) ***FOR STUDENTS AT AN OVERALL LAS LINKS LEVEL 3*** (Intermediate Proficiency): Push-in tutorial support ***AND*** Co-taught courses.

3) ***FOR STUDENTS AT AN OVERALL LAS LINKS LEVEL 4 OR 5*** (Proficiency and Advanced Proficiency)[2]***:*** Tutorial support, co-taught courses, or reading interventions.

Note: Students must be identified ELLs in order to be eligible for ESOL services. Former ELLs (or exited ELLs) are not eligible for ESOL services, but (as noted above) their progress will continue to be monitored closely and, like all other students, will be provided with any supports needed to sustain and enhance their success.

In general, Co-Teaching will be a primary service delivery model at Path Academy, with additional ELL supports provided per the linguistic and academic proficiency levels and needs of students.[3] This service delivery model has been chosen based on several factors:

- Co-Teaching provided in Core/Tier I Instruction enhances the core instructional practices of teachers and ELL students' access to core curriculum.
- Most ELL students in Windham who are over-age and under-credited, including students who have dropped out of high school, are long-term ELLs who have higher levels of oral English proficiency but still struggle with Academic English and subject-area-specific content and skills (academic proficiencies).[4]
- Windham High School has adopted Co-Teaching (by ESOL teachers in content area courses) as a service delivery model in the 2012-2013 school-year and has reported examples of student success due to the model (e.g., ELL students were able to access Honors level curriculum when such a course was co-taught by an ESOL teacher).

Other support services may utilize the school's extensive technological supports, such as online or computer-based courses through Edgenuity (see Section I, question 2D for details on this system - some bilingual courses are available) or Rosetta Stone (for focused work on English language proficiency). In addition, the school may offer ESOL classes for specific purposes in certain focus areas of the school's program, such as workforce development. Path Academy will continuously develop materials, resources, curricula, and professional development in collaboration with Windham Public Schools, per a preliminary agreement reached with district ELL leaders in the central office.

Services for ELL students will be funded through the state's per pupil allocation, as well as through Title III funds. These funds are applied for based on a count of ELL students in the preceding academic year. Therefore, in the first year this funding will be moved to Path Academy from the student's home district based on a memorandum of understanding. In succeeding years, Path Academy will likely join the local region's Title III consortium (coordinated by EASTCONN) to apply for Title III funds, due the small student population at the school (may not apply separately if below a certain level of funding).

---

[1] Students at the beginning stages of Second Language Acquisition and English Language Proficiency, as measured by the LAS Links, will have a need for both English Language Development (e.g., ESOL courses) and Sheltered academic content in core courses.
[2] Students at an Intermediate and Advanced levels of English Language Proficiency may or may not have a need for separate ELD/ESOL courses, depending on their areas of strength in the four skills (i.e., Speaking, Listening, Reading, and Writing), and will benefit from Sheltered academic content in core courses.
[3] Connecticut State Department of Education (CSDE). (2010). *Position Statement on the Education of ELLs.*
[4] Freeman and Freeman. (2004). *Three Types of English Language Learners.* National Council of Teachers of English.

Testing & Data Driven Instruction

Students will be continuously assessed to determine progress in their English language proficiency and progress toward academic achievement targets. Per state and federal regulations, all ELL students will take the LAS Links assessments as an annual, linguistic measure of progress and proficiency in the spring of each year. LAS Links may also be used at multiple points throughout the year as a benchmark, particularly for students who are not acquiring language at the same rate as their true peers. LAS Links Benchmarks assessment data will be used to adjust student's ESOL service plans and academic supports.

While LAS Links is a nationally recognized assessment for ELLs, it primarily measures conversational and instructional English language proficiency. It is not a test of academic content or academic language proficiency. Therefore, the school's TESOL-certified teacher will also engage in progress-monitoring using students' academic achievement data in all content areas. Content area teachers will work with the ESOL teacher determine the linguistic and academic progress of ELL students. This data (as with all data for all students) will be used primarily to inform instruction and design student learning pathways in all content areas (see Section I, question 5 for a detailed description of the school's assessment system).

Finally, as discussed above in Section III, question 4A, the education/instruction of ELL students will fit within the SRBI Framework. This three-tiered framework/system of instruction and intervention will use assessments and data on student progress to recommend students for supplemental supports, as necessary. This process will be tailored to the unique Second Language Acquisition processes and needs of ELL students, should they be recommended for Tier 2 or 3 supports.

Exit & Monitoring

Students will be exited from the ESOL program based on the ELL Mastery Criteria determined/set by the Connecticut State Department of Education[1]:

1) An Overall level 4 or 5 on the LAS Links (linguistic exit/mastery standard); AND
2) A level 2 or higher on the Math, Reading, and Writing subject area tests of the CAPT. (CSDE has not yet released exit criteria for the Smarter Balanced Assessment, which will be administered at Path Academy, as in all other public schools.)

The school will continue to monitor exited students through the same intense assessment and data analysis undertaken for every student at Path Academy (see Section I, question 5). The school's TESOL-certified teacher will remain engaged in progress monitoring for these students, as well as to collaborate with content area teachers regarding expected progress and achievement of former/exited ELL students.

C. Describe the manner in which the school will ensure that it provides parents and guardians of ELL students, report cards, and progress reports in the same manner and with the same frequency as general education reporting. Include a description of the manner in which the school will ensure that the reports are, to the maximum extent possible, written in a language understandable to the parent/guardian.

Path Academy has taken into consideration the large population of ELL students and non-English speaking families in its host district of Windham. Therefore, we will plan for provisions to accommodate all of our parents and guardians with a dominant language other than English, including those of ELL students. Path Academy will retain translation services to ensure that parents, including those of ELLs are provided with school documents in the same

[1] CT State Department of Education. http://www.csde.state.ct.us/public/cedar/assessment/ell/resources/Perf_Standards_Necessary_Exit_English_Language_Including_MAS_Final_8252010.pdf; http://www.csde.state.ct.us/public/cedar/assessment/ell/index.htm.

timeframe as parents of non-ELL students and in their dominant language (which is primarily Spanish in Windham). These documents will include reports, progress reports, and information on school activities, as well as ELL student-specific documents, such as parent notification letters. In addition, Path Academy will make its Parent Handbook available to parents in both Spanish and English.

Written translation services will allow for the translation of vital documents, which can then be provided through both mail and email to parents. Path Academy will also retain phone-based interpretation/translation services to provide parents access to vital information and to enhance communication between parents/guardians and the school. In addition, the school will aim to hire a staffing complement that is reflective of the community and student body. Therefore, bilingualism (in Spanish and English) amongst staff will be a priority in the hiring process. This will be the case particularly for the Youth Development Specialists, who will retain much of the responsibility for initial student/family engagement and ongoing parent/guardian engagement in the school. These staff members will work with parents of ELLs to encourage engagement in the school and participation in school events.

D. Clear indications that the school understands its responsibility to meet the state bilingual education requirements and federal requirements of ELL students and has a detailed compliance plan that includes the provision of certified personnel, receipt and retention of appropriate documentation, assessments, classroom adaptations and sufficient professional development for staff.

Bilingual Education

Path Academy will be committed to providing a Bilingual Education program, under the state's requirements (i.e., if/when the school has 20 or more identified ELL students from the same language group enrolled). According to the profile of most ELL students in Windham and the data from the district, most students from Windham will have long ago moved through the Bilingual Program and into the ESOL program. In addition, as Path Academy will target OU students (older high school students), most will enter the school above the cut-off for eligibility.

ESOL

Path Academy will be committed to providing a strong ESOL program to ELL students. We will ensure that we are complying with all state and federal regulations through the provisions listed below:

1) ***Personnel*** – Path Academy has set aside funding for at least one TESOL-certified teacher and has reserved additional funding for a second TESOL-certified teacher or Bilingual certified teacher if needed. In addition, Title III funds and state per pupil allocations may fund tutors or interventionists, as needed.

2) ***Documentation*** – Path Academy will maintain all documentation related to ELL students. We will receive existing documentation during the transfer of student records during student enrollment. ELL student records regarding their ELL identification, parent notification, services, annual assessment, and linguistic/academic progress will be maintained and updated by the school's TESOL-certified teacher.

3) ***Assessments*** – The purchase of student assessments (LAS Links, SBA) will be funded through the school's per pupil allocation from state. Students will participate in the statewide mastery examination at the same time as all other general education students. In addition, they will take the LAS Links assessment once each spring.

4) ***Classroom*** – Path Academy's facilities plan dedicates one classroom to ELL students/the TESOL-certified teachers (see floor plan, Appendix N). In addition, all classrooms are set up to be flexibly rearranged with separate individual and group work stations. Further, the school's communal Learning Lab has group work stations and separate computer carrels for students to use during Learning Lab and Intervention/Acceleration periods, as well as at any appropriate time throughout the day (see Section IV, question 2 for details on the school's planned building space). ELL students will have access to this room at any time.

5) ***Professional Development*** – Path Academy's founding members have already built a strong relationship with district ELL leaders in Windham. Preliminary plans and agreements will allow for a strong collaboration around curriculum development and professional development for teachers of ELL students. Collaboration may include joint training on Second Language Acquisition and Sheltered Instruction, professional learning communities, and cross-school communications. In addition, Path Academy will maintain a focus on continuous professional development for all teachers and staff. The content of professional development will target specific teacher/staff needs, according to ongoing student progress and teacher evaluation data (see Section I, question 4D for more information on teacher/staff support). Therefore, the TESOL-certified teacher and all teachers working with ELL students will have access to appropriate professional development opportunities and resources throughout the school year that enhance the education/instruction of ELL students.

E. Present a detailed plan that addresses how the achievement needs of ELL students will be monitored and how that process will be used to evaluate the effectiveness of the program and ensure the needs of ELL students are met.

A culture of assessment, data analysis, and continued monitoring of student progress is a foundational element and core philosophy of the Path Academy model. Data will drive all student instruction at all levels. ELL student achievement needs will be monitored through regular assessments (both the state assessments described above, and the standardized & non-standardized assessments detailed in Section I, question 5). As noted above, these assessments will be analyzed by both the content area and ESOL teachers. If assessments indicate less progress or a slower rate of progress (as compared to their true peers), ELL students will be provided with additional supports. This will be monitored through the implementation of the SRBI Framework (described in question 4A above).

Assessment and progress-monitoring data will not only trigger specific responses/addition of supports, but will also be considered as measures of the effectiveness of the program. To ensure that the program is achieving the desired results, Path Academy will evaluate progress of ELLs on standardized and non-standardized assessments against true peers and non-ELLs. The school will also track students throughout their careers, to assess variation in achievement (between ELLs and non-ELLs) after exit from the program. If negative variation is significant, this will indicate that Path Academy should revisit its ESOL program structure and elements to ensure high quality and best practices. In addition, program effectiveness will be evaluated through observations of both students (in and out of the classroom) and teachers (through the SEED program for teacher evaluation, detailed in Section IV, question 1). The program will be modified if it is ineffective for multiple students over a period of time.

5. Admissions Policy and Criteria

A. Describe the student admissions policy and criteria.

Path Academy will function as a public state charter school. Pursuant to Public Act 12-116, Path Academy will not discriminate on the basis of race, ethnicity, sex, sexual orientation, mental or physical ability, athletic performance, special need, proficiency in the English language, or academic achievement in admitting students.

Students eligible for admission will reside in the one of the 19 catchment area towns: Andover, Ashford, Chaplin, Coventry, Hebron, Lebanon, Mansfield, Marlborough, Norwich, Scotland, Tolland, Vernon, Willington, and Windham. Pending an enrollment lottery waiver, Path Academy will use two preferences to guide student admissions (pending approved enrollment lottery waiver – see Appendix EE)[1]:

1. Over-age, under-credited students (applies to 100% of seats)
2. Windham residents (applies to 75% of the seats)

Over-age, under-credited students are defined as falling into one of the following three categories:

1. Rising 9th graders who are already academically off-track
2. High school students who have fallen behind in credit attainment
3. High school dropouts

These students will fall between the ages of 14 and 21 years. The preference for OU students will apply to all of the seats in the school. The preference for Windham residents will apply to 75% of the seats in the school. The remaining 25% of the seats (or more, if Windham residents do not fill 75%) will be open to the rest of the catchment area districts. All students interested in attending Path Academy will be required to fill out an application.

B. Discuss the student recruitment process and timetable to ensure effective public information to attract a diverse student body.

Path Academy will work with sending districts and the charter management organization to ensure extensive and effective marketing and recruitment strategies. Student recruitment strategies will fall primarily into three categories:

1. Receive and act on recommendations from sending districts about appropriate pools of students.
2. Engage in community-based marketing, which may include:
    a. Ads in local public outlets
    b. Targeted mailings
    c. Neighborhood canvassing
    d. Posters
    e. Internet
    f. Distribution of information to local groups
    g. Attendance at community meetings
3. Host community forums and open houses to introduce students, parents, and community members to the unique school model.

The marketing and recruitment process will be widespread, and will seek to engage not only students and parents, but the community as whole. Community engagement is a key element of the Path Academy model, so marketing

[1] Windham will be offered a preference for 75% of the seats. If they are not able to fill these seats when the school reaches full capacity, the remaining seats of the 75% will be offered to the full catchment area.

and recruitment strategies will also target building relationships with community groups and organizations that will support the school beyond recruitment.

Student recruitment for the first year will begin shortly after approval and will last approximately one year prior to opening (August 2013 – August 2014). Founding members, school leadership, and community partners will all use this time to publicize the school's opening and expose the community to the school's mission, vision, and core philosophies. This extended time period is necessary, particularly considering Path Academy's target population of students who have disengaged from education. This timetable will ensure enough time to attract a diverse student body:

Strategy	Timeframe	Comments
Receive recommendations from districts	*August 2013 – July 2014*	We expect most recommendations by December 2013, but will accept them on an ongoing basis.
Ads in local public outlets	*January – April 2014*	*The Chronicle*, WILI, WECS, etc.
Targeted mailings	*September 2013 – March 2014*	Using recommendations from districts.
Neighborhood canvassing	*September 2013 – March 2014*	Within catchment area districts
Posters	*January – April 2014*	In catchment area districts in public places (e.g. community centers, libraries).
Internet	*December 2013*	Path Academy will launch a website with application and enrollment information – to link with other websites.
Distribution of information to local groups	*September 2013 – March 2014*	At locations frequented by youth and/or parents (e.g. community centers, employment agencies, shops, libraries).
Attendance at community meetings	*August 2013 – August 2014*	Neighborhood associations, town councils, Chambers of Commerce, business associations, cultural organizations, etc.
Host community forums/open houses	*March 2014 – July 2014*	Invite community members in to learn/see more about the model.

Marketing and recruitment will continue past the initial application period (due in the first part of April), up until the time that the school opens. This will give enough time to ensure that information is dispersed to the entire community, and will help to develop the school's waiting list, in case of higher attrition rates than expected. This timetable primarily speaks to marketing and recruitment for the first year of operation. Similar strategies and timetables may be adopted for any of the succeeding years, as student recruitment will be seen as an ongoing process.

C. Describe the process and timetable to be used for admitting students, including a plan for the admission lottery or other random selection. Include how the school will enroll students during the year if spaces become available.

Application to Path Academy must be a decision between students and parents. Students and their guardians must choose to enroll. Students will be encouraged to submit an application during the recruitment process. The application period will officially end in the beginning of April 2014. Applications will then be reviewed to ensure a match with admission criteria (OU youth – pending a lottery waiver). The admissions process will follow the general timetable detailed below (dates reflect the first year of operation, but will be applied to timetables going forward):

Activity	Timeframe	Comments
Student recruitment	*August 2013 – July 2014*	Student recruitment will be continued even after admissions begin
Applications due	*April 2014 (beginning)*	Students will be encouraged to submit applications at any point during the recruitment period
Application review	*April 2014*	Pending an approved enrollment lottery waiver, student applications will be reviewed to ensure that they meet the definition of over-age, under-credited
Admissions lottery	*April 2014 (end)*	If the number of qualified applicants exceed the number of available seats, the school will hold an admissions lottery.
Enrollment/Orientation	*May – July 2014*	Admitted students will go through the enrollment process (e.g. transfer of files from home district, etc.) and will go through an orientation of the school prior to the first day of classes
Ongoing enrollment	*August 2014 – June 2015*	As spaces become available throughout the year, students from the waiting list or new applicants (if there is no waiting list) will be offered a seat

Should the number of applicants exceed the number of available seats, a random selection process will be used to assign seats to students. If needed, this lottery will be held at the end of the application period. All applicants, parents, and community leaders will be notified of the lottery, its procedures, and the notification timeline for selected and non-selected students. The lottery will have two selection rounds:

1. ***First selection***: Windham OU youth. Up to 75% of the seats will first be filled by OU students residing in Windham. If there are more applicants than available seats, there will be a lottery in this pool first. Students who are not selected in this round will be entered into the second lottery round.
2. ***Second selection***: All catchment area OU youth. After the first selection round, the remaining seats (at least 25% - more if Windham students do not fill 75% of the seats) will be filled with OU students from any of the 19 catchment area towns.

In addition, in and beyond the second year of operation, a first preference will be for siblings of currently enrolled Path Academy students.

Once students are selected through the lottery process, they will begin the enrollment process:

1. Acceptance letter sent to parent/guardian
2. Acceptance letter returned to school with signature
3. Collaboration with home district for notification and transfer of records
4. Orientation time set and letter sent to student

Students who are not selected during the lottery (or who submit an application after the lottery occurs) will be placed on a waiting list, with a full explanation of policies and procedures. If seats become available before or during the year, students/parents on the waiting list will be called and offered a seat. If seats become available during the year and there is no waiting list, Path Academy, the charter management organization, and the sending districts will work together on continued marketing and recruitment efforts.

D. Discuss the capacity of the school's plan to attract, enroll and retain students from among the populations described in Section 32(c)(A)(i) to (A)(v) of Public Act 12-116.

Path Academy's marketing and recruitment strategies (detailed in Section III, question 5C above) have been designed to target a diverse student body. The academic program has also been designed to maximize student

success for students from diverse backgrounds. In particular, Path Academy has the capacity to attract, enroll, and retain students from the populations described in Public Act 12-116, Section 32(c)(A)(i-v):

Students with a history of low academic performance.

- Path Academy will specifically target OU students, who have a history of low academic performance. Recruitment strategies will include targeting OU students who have been recommended by their home districts (other recruitment strategies are detailed in question 5C above). Once enrolled, OU students will be retained through the academic and non-academic supports built into the school, as the academic program has been designed with the needs of OU youth at the forefront of planning.

Students who receive free or reduced priced lunches.

- Path Academy will give preference, and therefore target recruitment efforts, to the small urban district of Windham, which has a 75.5% rate of students eligible for free or reduced price lunches. These students will receive the necessary non-academic (and academic) supports at the school to ensure that their socio-economic background plays no role in their ability to achieve academic success.

Students with a history of behavioral and social difficulties.

- Path Academy will engage in widespread marketing and recruitment (detailed in question 5C), to ensure that students from diverse backgrounds are given the information and opportunity to apply to the school. Once enrolled, students with a history of behavioral and social difficulties will benefit from the school's culture of positive youth development, and one-to-one relationship with staff trained in youth development techniques. In addition, founding members have already built a relationship with the host district around providing services to students with special needs, and will create similar relationships with all sending districts, to ensure high quality service provision for every student.

Students identified as requiring special education.

- Path Academy will engage in widespread marketing (detailed in question 5C) to ensure that students from diverse backgrounds are given the opportunity to apply to the school. Once enrolled, students identified as requiring special education will benefit from the school's culture of personalizing learning and differentiated instruction. Further, founding members have already developed plans and lines of communication with the host district of Windham around provision of services for students with IEPs and 504 plans. Similar relationships will be formed with all sending districts to ensure high quality service provision for every student.

Students who are English Language Learners (ELLs).

- We have taken into consideration the host district's large population of English Language Learners in creating recruitment and service plans. Translators will be hired to create marketing materials in Spanish, the district's dominant second language, and will be retained to ensure ongoing communication for enrolled students and their families. Founding members have also collaborated with Windham public school officials to design a strong program for ELLs, including at least one full time TESOL - certified teacher, to ensure that they can reach academic success.

E. Explain how these policies further the mission of the school in a non-discriminatory manner.

The mission of Path Academy is to re-engage over-age, under-credited students in education, supporting them through mastery of the critical skills necessary for success in college, career, and community. OU students may come from diverse and varied backgrounds – in particular, the five specific subgroups discussed in Section III, question 5D above. As the admissions and enrollment policies outlined above target OU youth from any background, they stand as non-discriminatory. They also serve to further the mission of the school by ensuring that OU students are given the appropriate information to choose to enroll in Path Academy.

F. Describe how the charter school will seek to provide a diverse educational experience for students.

Path Academy will seek to provide a diverse educational experience for students, as part of a rigorous curriculum and culture preparing students for the 21st century job market. Pulling from 19 different towns, which range from urban to rural, Path Academy students will be exposed to a diverse range of students from different racial, ethnic, geographic, and socio-economic backgrounds. As the school is small, capping at 200, all students will interact with one another, exposing them to school-wide diversity.

The school design has also focused on providing a diverse experience through specific programming and curriculum development. Programs for students with special needs have been designed to include them in the general education classrooms as much as possible. For instance, the bulk of the programming for English Language Learners focuses on the co-teaching model (see Section III, question 4 above). This will allow students to participate in the general education classroom with the extra literacy supports that they need to achieve success. In addition, courses have been specifically designed for OU students, featuring an instructional foundation of project-based learning (see Section I, question 3 for a detailed description of course curricula). They have also been built to incorporate multiculturalism. For example, in the Band III ELA course, titled "*Coming of Age: How Authors Write about Identity and Community*," students will read a series of coming of age stories across multiple genres from a variety of diverse authors and poets. Some of them include Sandra Cisneros's *The House on Mango Street*, Junot Diaz's *Drown*, and Toni Morrison's *The Bluest Eye*.

Further, the school's integration of the Pathways to Success approach (detailed in Section I, question 2D) will allow for focused youth development time. Part of this time will be used to address issues around diversity. The school's discipline system and general culture will support diversity, and ask students to commit to a culture of mutual respect and personal responsibility. In addition, the school will specifically track students' cross-cultural skills as a part of the school's commitment to supporting student mastery of non-academic skills (see Section I, question 3F for a description of non-academic goals; see Appendix I for a description of specific non-academic learning objectives). Path Academy will measure how well students leverage the collective intelligence of groups when appropriate, including how well they bridge cultural differences and use diverse perspectives to increase innovation and quality of work. This will be supported through the school's multi-cultural course curricula and Thrive youth development program.

Beyond in-school activities, students will benefit from Path Academy's community engagement model. Whether inviting community members into the school, or visiting them in the "real world," students will be offered a diverse learning experience through exposure to community organizations, business owners, and colleges. Here, they will have the chance to learn about potential career paths, and will be able to practice what they have learned in school (see Section I, question 2D for details on this strategy).

Finally, teacher and staff recruitment will focus on the same diversity standards as student recruitment. Human resources policies (detailed in Section IV, question 1) will encourage diversity of race, ethnicity, socio-economic background, and gender (among others). In particular, Path Academy will target hiring bilingual staff (English and Spanish), to mirror the student and community population in the host district. In addition, students will have access to a diverse set of skills within school staff, including backgrounds in: high school education (content areas), school leadership, curriculum development, counseling, college preparation, workforce development, and youth development.

G. Describe the efforts the charter school will make to reduce racial, ethnic and economic isolation. Consider possible programs (e.g., curricular and extracurricular and/or student teacher recruitment).

As noted in Section III, question 5F above, Path Academy will provide a diverse educational experience to students, reducing racial, ethnic, and economic isolation. This will be achieved, in part, through the school's wide-ranging catchment area, which targets 19 towns in urban, suburban, and rural areas. The school's small capacity will ensure that all 200 students will interact with one another in any given week. This will particularly occur during the weekly Town Meetings, which will require all students and school staff/leadership to come together. This meeting time will reinforce the school's discipline policies and school culture, which emphasize respect and responsibility. It will be a time for discussion around these issues, where students will be reminded of their commitment to respect each other. Students who have demonstrated particular commitment to the school's PATH values will be recognized by their peers and instructors.

A diverse educational experience will also be achieved through teacher and staff diversity, and community engagement. In addition, founding members have discussed an agreement with the host district of Windham, regarding student participation in extracurricular activities. This agreement will allow Windham-resident students to participate in Windham High School sports and other extracurriculars, pending good academic standing. Path Academy will work to establish similar agreements with all sending districts. This will expose students to the racial, ethnic, and economic diversity within Path Academy, as well as within their home district high schools.

6. Student Discipline Policies

A. Describe the acts for which a student may be disciplined, include the consequences or range of consequences resulting from committing such acts, including expulsion and suspension (in- and out-of-school).

As described throughout our proposal, Path Academy is built around a commitment to positive youth development. No matter how well Path Academy constructs its discipline system, the school will not succeed unless we build strong buy-in from students. This will come from developing a positive school culture that emphasizes all members' commitment to each other. In some ways this is analogous to successful sports teams in which the players "police" themselves. This culture of positive youth development will support student achievement in all areas, and ultimately contribute to their mastery of the critical skills necessary for success in college, career, and community.

A strong, productive culture will be the foundation of Path Academy, and all students will be held to high standards of conduct. Our school's core PATH values of Personal Development, Achievement, Teamwork, and Humanity will serve as the basis for the school culture. Teachers, staff, and students will be asked to recognize others for positive behavior in these areas. Students will then be recognized for their demonstration of these values, in arenas such as the weekly all-school Town Hall Meeting. This foundation carries through on the school's concept to create an environment that looks, feels, and functions differently than the traditional environment in which OU students have failed to find success. At Path Academy, they will be treated like adults, and asked to take an active role in their education and school, overall. Part of this is the expectation that they will choose to adhere to the behavior and conduct expectations of the school. Teachers and staff will support development in this area through focused youth development activities, and modeling/demonstration of PATH values.

Path Academy is committed to practicing positive youth development in its classes, common meeting time, hallways—in other words, in every aspect of the school. Teachers will be trained on how to do this, including effective classroom management. The latter is critical because most potential student disciplinary issues can and must be defused in the classroom by the skillful teacher or in the hallway by a qualified staff member. Effective behavior management techniques are supplemented by Kickboard, a high quality classroom management system that is individualized to specific school needs. Kickboard will allow teachers and staff to record key actions (both positive and negative) in "real time" by the click of a button on each student's home screen. This system will also allow for graphical representation of discipline trends in the school, from the individual student level to the whole school/comparative level. This will feed into the school's rigorous data analysis process, and may be reported to stakeholders.

Kickboard has automatic rules that are designed at beginning of the school year and trigger specific consequences with specific behaviors. It is easily shared with parents. Students collect both positive and negative points in system. Prior to school opening, teachers and staff will work to customize which behavior actions are the in the system. Students will then earn and lose points according to certain behaviors, which will trigger actions or incentives. The following chart provides some examples of how students would lose points under the Kickboard system, although Path Academy expects that its students will earn far more points than will be taken away.

Tier 1 Choices (Two Warnings will dock One Point)	Consequence: Students will receive a reminder for violation. The reminder is recorded in the Kickboard, and students will receive an in-school detention if they should repeat the violation a second time.
Dress code (immediately correctable)	Clothing is half on/half off, shirt not visible, sagging pants, hat in building.
Loitering	Not walking with purpose to class, bathroom, etc (in a manner that results in lost learning time). Refusing to exit the building at the end of day.
Littering	Leaving or throwing personal trash in any public space (cafeteria, courtyard, hallways, classroom, field, front/back of school area).
Unprepared/Not Returning School	Organization is a component of academic success at Path Academy.

Documents	Students are held accountable for preparation each day. Unprepared means not having a pen/pencil, paper, notebook, not returning school forms on time, etc.
Rowdy/Disruptive Behavior in Hallways or Public Spaces	Because of our schedule, some students may be in transition while others are learning. Horse-play, loud voices in the hallway or outside classrooms, warrant a reminder so that all students can learn.
Public Displays of Affection (PDA)	Students may hold hands or hug (but not linger while hugging) other students (of the same or opposite gender). Students are not permitted to kiss (at all) or grope.
Tardy to Class (1-3 minutes)	Mark the student tardy in your Powerschool/KickBoard with a T, and assign the student a reminder card.
Cell phone/electronics visible at unsanctioned time	Cell phones are not to be used at any time during the school day and are to be out of sight.
Foul Language	Using inappropriate language anywhere at any time is not permitted.
Tier Two Violations	**Consequence: Students will receive a Wednesday detention, Parent Phone Call, and action through Restorative Justice process**
Choices that Earn 30min Detention AND dock One Point	
Behaviors that Disrupt Learning	Calling out, side conversations or off-topic talking, wasting time, inattentiveness.
Uniform-Not Immediately Correctable	Not wearing dress code-approved shirt or pants, clothing too tight/short, incorrect footwear (essentially something that can't be fixed on the spot).
Choices that Earn 1 Hour of Detention AND dock One Point	
Out of Bounds	Students should not be loitering in space outside of where they are scheduled to be during the school day.
Cell Phone/Electronics Use	If a cell phone rings, vibrates, is being actively used OR if a student is using another electronic device at an unsanctioned time, assign this consequence and confiscate the device
Tardy to Class 3-5 minutes	Please mark these students Kickboard and assign the consequence.
Choices that Earn 1.5 Hours of Detention AND dock Two Points AND receive action through Restorative Justice	
Refusal to Follow Directions/Extreme Disrespect	Behavior that includes failure to do what is asked by a staff member, walking away from a staff member, not reporting to the office or detention.
Cheating (quizzes, tests) or Copying Homework	Students should receive a 0 on the assignment and make it up in addition to detention.
Lying	Deliberately not telling the truth to a staff member.
Taking/Abusing/Destroying other's property	Vandalism of school or other's property, taking things from staff member, classroom, or another student without permission.
Verbal Fighting/Play-fighting	Arguing, threatening to fight, pretending to fight, and wrestling.
Disciplinary Removal from Class	If a teacher has to stop teaching and send a student to the office for disruptive or disrespectful behavior.
Tier 3 Violations: Serious Consequences and Restorative Justice (Minimum of Three Points)	**Immediate Referral-Send student directly to a school leader's office and call office to notify of behavior. Record in Kickboard once student has been removed.**
Plagiarism or Cheating on Major Exams	All work must be of students' own thought and effort.
Hazing/Harassment/Bullying	Threatening another student or staff member, bullying (cyber or otherwise), sexual harassment, any demeaning initiation ceremonies

	by one group over another group.
Extreme or repeated disrespect as verified in KickBoard	Showing extreme and disruptive verbal disrespect toward staff member or peers, swearing at staff members or peers, yelling or arguing, repeatedly talking back, etc.
Physical Fighting	If it happens anywhere on campus.
Drug/alcohol use, possession, offers to sell, sale, distribution.	
Weapon possession	Blades, guns, or anything that is suspected to be possibly used as a weapon.

Overall, it is the school's goal to promote and protect a safe learning environment for students. This discipline system will help to ensure that this is achieved. In addition, several key strategies will be implemented:

Positive Behavioral Interventions & Supports

Path Academy will focus on preventing behavior problems through positive reinforcement of good behavior, rather than negative reinforcement of bad behavior, using positive behavioral interventions and supports (PBIS), a nationally recognized trend in supporting positive student behavior and conduct. In particular, Youth Development Specialists will oversee this element of the process. This will allow the school to promote academic and social behavior success for all students by promoting systemic change, improving social skills, and decreasing the use of punitive measures. This is particularly important for Path Academy as a different kind of learning environment. Also, it is our philosophy that students must be in school in order to achieve, so this process will help us to avoid out of school suspensions and expulsions. PBIS will facilitate a positive school culture and climate, which will support student achievement. PBIS measures will be implemented and tracked through the school's classroom management system, Kickboard, as described earlier. Implementation adjustments are maximized through monitoring of data, and Kickboard will give teachers and staff an easy way to do so.[1] Implementation may include:

- Improvements to school climate
- Teaching of student social skills
- Expectations of PATH values to preserve positive climate and classroom
- Fair and equitable discipline system with clear expectations and consequences – designed to promote positive skills and prevent occurrence of problem behaviors
- Evidence-based positive youth development techniques across the school
- Parent involvement – sharing information (easy through system), involvement in decision making
- Community support systems – Pathways staff collaborate with service providers
- Effective, efficient and relevant professional development – based off of teacher data/needs

These efforts will generally fall within the school's SRBI framework (described in Section I, question 5). All students will sit within Tier 1 of the behavior element of the SRBI framework, receiving school-wide supports, such as training in PATH values, focused youth development activities, and an understanding of the discipline expectations. The implementation elements described above fall within Tier 1. Students who display behavioral difficulties will be referred up the framework to Tier 2 or 3 interventions, which could include counseling, peer mentoring (see Restorative Justice strategies below), and other activities and supports.

Restorative Justice

Restorative Justice is a "centuries-old practice of repairing harm and restoring well-being when an offense has been committed."[2] While the bulk of schools today use zero tolerance policies and punitive measures, research has shown that these do not improve school culture, and often hinder academic and behavioral achievement, leading to

[1] CT State Department of Education. *Guidelines for Identifying and Educating Students with Emotional Disturbance.* 2013. <http://www.sde.ct.gov/sde/cwp/view.asp?a=2663&q=334412>
[2] National Center for Mental Health Promotion and Youth Violence Prevention. *Restorative Justice Implementation.* 2012.

dropouts.[1] Restorative Justice offers a different practice that still promotes school safety, but is more in line with the Path Academy philosophies around student discipline.

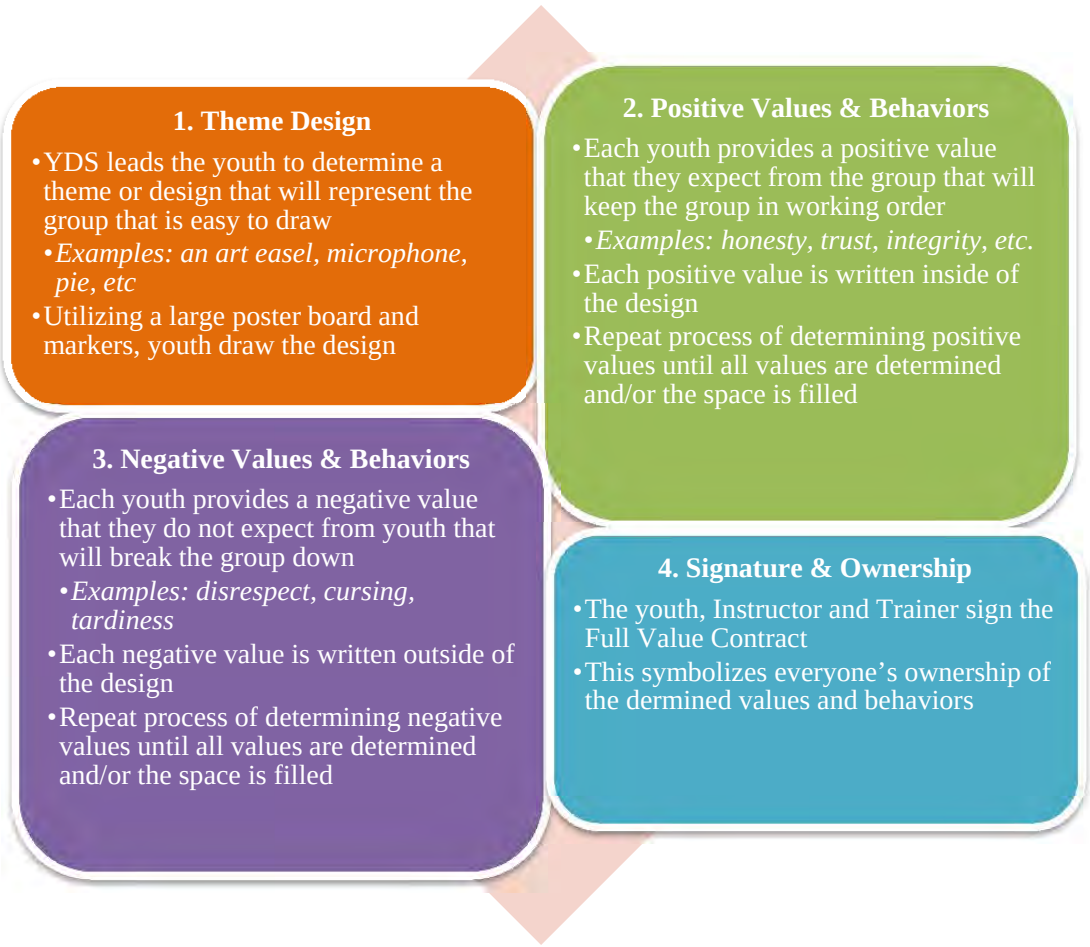
Restorative Justice focuses on the idea of the school as a community, where all individuals are responsible for their actions. This asks students to actively practice and demonstrate the core PATH value of humanity. It also encourages student involvement and reflection on their actions, linking to the core PATH value of personal development.[2] Overall, the concept of Restorative Justice asks students to work with each other and school staff to work through issues, assess why they happened, assess their consequences, and ensure that they will not happen again. This is all done without removing the student from the school – aligning with Path Academy's philosophy (at Path Academy, this may occur during Enrichment Activity, Learning Lab, lunch, or Intervention/Acceleration blocks). Even in the case of serious disciplinary incidents, Restorative Justice strategies can be used that are ultimately more productive for all members of the community than automatic expulsion or out of school suspension.

All Path Academy staff will be trained in Restorative Justice practices. In addition, students will be trained in these practices. In part, this will be achieved through their understanding of the school's discipline policies and code of conduct. However, they will also explicitly learn about these practices in an elective Restorative Justice course in Band II. This will allow students to act as peer mentors and jurors, once they have completed the course and are trained. This goes back to Path Academy's concept of students "self-policing."

Full Value Contract

As a part of Path Academy's system to ensure that students gain points, rather than lose them, the school will use something called the Full Value Contract. This process is implemented in all Pathways to Success programs, and helps youth remain respectful and successful in all youth development, workforce development, and school settings. The Full Value Contract is a process that unites youth around common positive and negative behaviors that they aim to practice or prevent. It is a behavioral contract that is worked on together, united around an image that defines the group and is signed by all. Youth Development Specialists will lead contract building:

[1] Graves & Mirsky, 2007.
[2] Quinn, P. & J. Cutrone. *Implementing Restorative Justice: A Guide for Schools.* Illinois Criminal Justice Information Authority.



These contracts may be created in classes or in Pathways Advisory Groups, but will guide student conduct throughout the school. At the end of every session where the contract is in use, the instructor will lead the group through the Full Value Contract wrap-up process:

AMENDS Apologize or take responsibility for their actions and how they will alter their actions, if applicable

- *"Amends for being late today"*
- *"I apologize for not delivering an assignment I said that I would"*

GRATITUDES Express thanks for something or someone that has had a positive impact on their experience

- *"Thank you for volunteering to help"*
- *"I appreciate you spending more time with my today when I didn't understand the project"*

CREDIT Give credit to each other and acknowledge peer's work

- *"Credit to you for organizing the project"*
- *"I give credit to you for making an extra effort to help him"*

CONCERNS Express worries about anything

- *"I am concerned that we will not have enough time"*
- *"I worry that you've been sick and unable to do as much group work"*

ASKS FOR HELP Reach out to the group and ask for assistance

- *"I took on too much and would like someone to help me"*
- *"I will be late tomorrow; can someone takes notes for me until I get here?"*

B. Describe the school's policies regarding student expulsion and suspension (in- and out-of-school) for both general education and students identified as special education, and the educational alternatives available to students who are expelled or suspended.

It is the policy of Path Academy to use suspension and expulsion only as a last resort option. We understand that for a student to receive a high-quality education that student must be present and engaged in the academic community, and therefore Path Academy will only suspend and expel students under extreme situations that may include:

- Assault against a fellow student, staff, or other members of the school community
- Possession of a weapon or mock weapon
- Students convicted of a felony
- Purposely damaging, stealing, destroying, or attempting to do so of any school property
- Committing sexual, racial, or any form of harassment or intimidation
- Making bomb, violent physical or verbal threats

For students who are suspended (long-term) or expelled, Path Academy will convene an Alternative Placement with the host district to determine an appropriate educational placement. If a student is expelled, and is under the age of sixteen, that student will be offered an alternative educational placement with the permission of the parent. Alternative educational placements are fairly limited in Windham (and will therefore be avoided), but may include: Adult Education, Partial Day Program, Home/Public Library Tutoring, Edgenuity online course program.

If the parent chooses to opt out of an alternative educational placement Path Academy is not required to provide such alternative placement, but will continue to support the student in identifying an effective learning environment. If a child is between the ages of sixteen and eighteen, and facing their first expulsion, that student will also be offered an alternative educational placement, as long as that student complies with the conditions established by the Board and host district.

If a student is between the ages of sixteen and eighteen and is being expelled for one of the following reasons: 1) possession of a firearm, deadly weapon, martial arts weapon on school property or school sponsored activity 2) sale, distribution of a controlled substance on school property or school sponsored activity, Path Academy will not be required to offer an alternative educational placement. In the matter of expulsion of a firearm or deadly weapon, Path Academy will report the incident to the local police department and inform the student, and/or parent/guardian at the expulsion hearing that an alternative educational placement is not guaranteed. That said, Path Academy will do everything in its power, working with community partners, to help the student with an appropriate next life step.[1]

Connecticut's general statutes have specific protections for students with disabilities. Although they may be disciplined for the same behaviors as general education students, the cause for the behavior must be determined, and may change the action taken. Path Academy not only commits to the technical due process components of the statute (described in more detail below) but we believe in its underlying philosophy and to therefore applying it throughout our school. All Path Academy students have previously encountered some combination of academic and social-emotional difficulties in the past and we believe that it is critical that we establish a fair and transparent disciplinary system.

C. Include the due process procedures the school will follow in applying the discipline policy for all students, including students identified as eligible for special education.

Path Academy is committed to implementing a fair and transparent discipline system for all, regardless of designation as a general or special education student. Anything less would weaken the school's efforts to build a tight knit community in which everyone demonstrates a caring attitude. These processes will take into account the methods described in question 6a above, including Restorative Justice actions. The following details the protocols that Path Academy staff will follow:

For in-school detentions or suspensions, Path Academy will follow the procedure below:

- Staff member addresses inappropriate conduct and assigns appropriate consequence
- Staff member refers matter to a school leader, if necessary (e.g. if student refuses to discuss actions with staff member)
- Staff member enters incident into Kickboard
- Staff member informs student's Youth Development Specialist (YDS)
- Staff member may inform parent/guardian of the student and enters that action into Kickboard
- If the incident is not resolved, further disciplinary action may be taken, including a meeting with the parent/guardian

Due process for long-term suspensions and expulsions is a more formal process. **For out-of-school suspensions or expulsions**, Path Academy will follow the procedure below, including due process rights under federal and state regulations:

- Student is immediately removed from class/school, as necessary
- Student may respond to charges against him/her (conversation with staff member)
- Staff member refers matter to school leader
- School leader assigns appropriate consequence
- School leader contacts parent/guardian within 24 hours
- School sets a hearing date and parent/guardian is notified in writing within a reasonable timeframe (per Section 10-233 of the CT General Statutes)
- Principal issues written decision after within 24 hours after hearing (sent to student, parent/guardian, Board of Directors)
- Parent/guardian may appeal the decision through a hearing by the Board of Directors

[1] These procedures have been developed from Section 10-233d (2i) of the Connecticut General Statutes

Many of the procedures listed above are part of the state's due process protections for students with disabilities.[1] Consistent with our belief that all students should receive the same fair treatment, they have been incorporated into our due process procedures for all students. Additional due process rights for students eligible for special education are described below.

In compliance with state statute, before any student with disabilities is suspended (for more than 10 days) or expelled, a PPT meeting will be convened with Path Academy staff (including parent) to determine if the misconduct was the result of the student's disability (manifestation determination). In the time between the suspension/expulsion and the convening of the PPT meeting, the school will provide the student with educational services as required through a change of placement or home-bound instruction. If it is determined that the misconduct was caused by the student's disability, the student will not be suspended or expelled. If a student's disability has been determined to be the cause for the behavior, a PPT will be convened to re-evaluate the student's IEP with the purpose of modifying it to address the misconduct and to ensure the safety of other students and staff in the school. If a student with disabilities' expulsion is upheld, deemed to be not connected to the student's disability, the PPT will determine an appropriate alternative placement, in accord with the student's IEP.[2]

D. Include a description of the proposed qualifications and certification endorsement of the certified administrator that will perform student expulsion and suspension.

The following personnel will be responsible for student expulsions/suspensions:

- Path Academy's Principal heads the school's disciplinary team and will be required to be a certified School Leader with a CT 092 School Administrator License.
- The host district will have a District Representative on the team and will have a CT 092 School Administrator License.
- Path Academy's Director of Pathways, while not required by statute, will also be on the team.
- The Director of the Path Academy Board of Directors will complete the team.

E. The plan explains how in-school suspensions will be staffed by properly state-certified personnel, including an allotment of space for services to be delivered in the facilities plan.

It is the policy and philosophy of Path Academy to always apply the least restrictive disciplinary options so that students may engage in positive activities. This includes utilizing in-school suspensions wherever possible and in accordance with state statutes.

Path Academy students given in-school suspensions will continue to participate in some academic activities, but may be excluded from participating in the regular academic schedule. Students might have additional activities to complete that will be supervised by a balanced certified staff that may include the Principal, Director of Pathways, teachers, and paraprofessionals in order to insure the safety of all members of the community.

Path Academy has identified several options for providing a separate space for in-school suspension that is separate from the general population space and will match appropriate personnel to that space. These include small group meeting spaces, classrooms, individual workstations on both levels of the school (see floor plan, Appendix N).

---

[1] Developed from Section 10-233 of the Connecticut General Statutes, Tinker v. Des Moines (1969), State of Washington Suspension, Expulsion, and Due Process, Goss v. Lopez (1975), and Developed from AF Brownsville Charter School Parent Handbook

[2] Developed from Section 10-233 of the Connecticut General Statutes.

7. Student Health and Welfare

A. Describe the school's plan for the provision of health and welfare services to students [school nurse (Section 10-212 of C.G.S.), vision and hearing screening (Sections 10-214 of C.G.S.), immunization requirements (Section 10-204a of C.G.S.) and mandatory health assessments (Sections 10-206 and 10-206a of C. G.S.)]. Discuss what services will be provided and who will provide them. Indicate how the school intends to comply with applicable health and welfare statutory requirements.

Path Academy is committed to complying with all Connecticut state statutes regarding the provision of health and welfare services to students. Pursuant to Section 10-212, the school has included a part-time health services element in the budget, to provide a halftime nurse at the school. This certified nurse will ensure that the school complies with all state health service requirements, including immunization requirements, vision/hearing screening, and mandatory health assessments. In the event that a nurse is not on site and a student is in need of medical care, emergency services will be called. Path Academy will also ensure appropriate members of the staff are trained in the following areas: CPR (entire staff), Allergy Training/Epi Pen (1 administrator and at least 2 staff), and Distribution of Medication (1 administrator and at least 2 staff).

Student health records will be obtained in a two-fold process. First, student health forms will be provided to parents during the enrollment period. Parents will be asked to present documentation that their child has received the proper immunizations before the start of the school year (first week of August). The school nurse will review these records to ensure compliance with state statute, Section 10-204a.

Second, founding members and central office leaders from the Windham Public Schools have developed a preliminary plan to address student health and welfare needs. This plan is detailed below, and will be extended to all sending districts. At the beginning of the student enrollment process, Path Academy and Windham Public Schools (or the student's sending district) will conduct a Student Health Logistics meeting for the purposes of transferring student health records, collaborative review of health records, and identification of gaps in health records. If a gap is identified in the health records, and the student is eligible for Windham High School's School-Based Health Center (or the Center in their district, if they have one), that student will be referred to the School-Based Health Center to complete health records (immunizations, appropriate screenings, and health assessments) prior to discharge from the Windham Public Schools system. Once records have been updated Windham Public Schools will officially discharge the student and transfer their records to Path Academy.

If a student is transferring from Windham Public Schools and is not eligible for the School-Based Health Center, or transferring from a district without a School-Based Health Center, and there are identified gaps in student health records, the parents/guardian of the student will be notified that it is their responsibility to complete medical immunizations and health assessments in accordance with the Connecticut State Statutes 10-204a and 10-206/10-206a. If a student is enrolling directly into Path Academy, i.e., a previous dropped out student who is re-enrolling in school, a similar health records meeting will be conducted with their home district. If it is deemed that immunizations and health assessments will be required for enrollment, and the student is eligible for free, or reduced medical care that student will be referred to one of Path Academy's partner organizations. Founding members have been working to establish partnerships with community health care providers in the Windham area, such as Generations. Youth Development Specialists at the school will be primarily responsible for maintaining these relationships, seeking out new resources, and referring students/parents to our partners.

IV. School Viability and Administration

1. Human Resources Policies and Information

A. Describe the criteria and standards to be followed in the hiring and dismissal process of teachers, administrators and other school staff.

Overall, Path Academy is committed to recruiting and hiring staff who are passionate and engaging to ensure that our target population of over-age, under-credited youth can master the skills that they need to achieve success. Staff at the school will include a Director of Pathways, teachers, and Pathways staff (Youth Development Specialists, Postsecondary Education & Career Coordinators, and Enrichment Activity Specialists). Pathways staff will play an integral role in the school, providing focused youth development, workforce development, and college preparatory activities and support. The Principal will retain authority on all hiring and dismissal decisions for the school staff listed above. The Board of Directors will retain authority on recruitment, hiring, and dismissal of the Principal.

Policies for School Leadership

Through a contractual relationship, the Board will work with the charter management organization to select and evaluate the school's Principal. The charter management organization (CMO) will assist with recruiting and screening candidates, undertaking a careful search process to find the most qualified and passionate individual. This process will follow the process outlined for all staff in the following section. The CMO will then present final candidates to the full Council, which will be responsible for final selection and contract negotiation.

The Governing Council will be responsible for selecting, supporting, and reviewing the performance of the school's administrator (Principal). The charter management organization will also be responsible for providing ongoing support and management supervision to the Principal. An annual evaluation using the state SEED model (described in question f below) will involve both the Board and the CMO, and will help the Board determine need for dismissal. The dismissal procedure will also mirror the process outlined for all staff below.

Recruitment & Hiring (school staff)

Path Academy school leadership will work with the charter management organization on all recruitment, hiring, orientation, and dismissal processes detailed below for teachers and Pathways staff.

Path Academy will fill job openings with qualified applicants, per the qualifications listed in each job description (question 1C below, Appendix M). The following paragraphs summarize the major elements of our recruitment and hiring policies.

- ***Preference for Internal Candidates:*** Job openings will be filled by qualified persons from within Path Academy when possible. Preference is given to internal candidates over external candidates when both are equally qualified. However, internal candidates are not guaranteed the positions for which they apply.
- ***Testing/Screening:*** Applicants for positions may be required to fill out standard screening instruments and take a test as a condition of being considered for employment. All such tools will not discriminate against any minority group, or other protected class of applicants.
- ***Interviewing:*** Applicants will be screened to determine who should become candidates for a job. Job candidates may be interviewed by more than one person, including the position's supervisor.
- ***References:*** References will be checked on all candidates for employment.
- ***Background Checks:*** To have effective management controls in place and to address programmatic safety concerns as well as risk management factors, Path Academy performs background checks on all new hires.

In order to protect the vulnerable and young population, all school staff will undergo a thorough and rigorous Federal and Public Service Background check to ensure staff have no child abuse and neglect related offense. In compliance with OSHA's General Duty Clause of 1970, EEO laws and the Fair Credit Reporting Act, as well as applicable State and Local laws; all applicants 18 and older accepted for employment offers from Path Academy, or that are processed through the payroll system undergo a criminal background check. This will include fingerprinting, per state statute. Also, in Compliance with the "Adam Walsh Child Protection and Safety Act of 2006", sexual offender registry background checks are performed for all prospective staff and volunteers. Under no circumstances will an individual be processed in the payroll system without a background check.[1]

No candidate will be considered unless the HR director receives a cover letter and resume, as well as copies of certification, as necessary for various school-wide positions. A person cannot start work or be paid until all applicable paperwork is completed.

Hiring Process

Path Academy school leadership will work with the charter management organization (Our Piece of the Pie) on the recruitment, hiring, and orientation process described below. This process will be focused on recruiting and hiring individuals demonstrating a history of actions aligned with the school's core philosophies, as detailed in Section I, question 2A – D. The charter management organization (CMO) will provide its Human Resources capacity to Path Academy, to ensure the most robust and thorough recruitment and hiring process. The "Hiring Manager" may vary depending on the position being filled (e.g. Director of Pathways may act as Hiring Manager to hire Enrichment Activity Specialist), but the Principal of the school will have final authority over all hiring decisions.

1. Hiring Manager initiates Job Description using Template and fills out Requisition Form
2. Hiring Manager partners with CMO to identify the interview team and develop a recruitment strategy that addresses:
    a. Internal candidates
    b. College recruiting
    c. Posting tools (Employee Referrals, Networking, Print Advertising, and Other)
3. CMO inputs requisition into the Applicant Tracking System (including posting Internally as well as inter/intranet and employment boards)
4. CMO actively recruits for position both internally and externally using posting tools etc. (see 2c. above)
5. CMO evaluates and forwards resumes to Hiring Manager (CMO may phone-screen resumes)
6. Hiring Manager considers resumes and makes final decision on whom to formally interview
7. Formal Interview is conducted by Hiring Manager and interview team. Formal Interview Process may include (see Appendix FF for sample materials to lead these activities):
    a. case study
    b. data analysis activities
    c. formal writing sample
    d. panel interview
    e. one on one interview
    f. mock lesson or mock group facilitation activity
8. Hiring Manager collects feedback from interviewing team
9. Hiring Manager selects candidate and consults with CMO to discuss offer
10. Hiring Manger submits Offer Letter Checklist to CMO with as much information as possible
11. Hiring Manager extends verbal offer to candidate - If candidate accepts offer CMO contacts external and internal candidates not hired
12. Path Academy sends out offer letter and new employee orientation information
13. CMO closes requisition in Applicant Tracking System
14. CMO removes posting on Intranet/Internet and employment boards
15. CMO coordinates new hire orientation, Enters Employee information into the necessary databases (i.e. payroll, insurance, etc.)
16. Upon hire, CMO and Path Academy provide employee with a new hire orientation
17. If candidate declines offer – Repeat 9 through 16 above.

[1] CT General Statute 10-221.

Teacher recruitment and retention are critical to building a strong faculty and Path Academy recognizes the need to develop and use best practices in hiring. In partnership with the CMO, Path Academy will employ an interview team (noted above in step 7) comprised of the Hiring Manager, a school leader (Principal or Director of Pathways), two teachers, two parents, a Certified Staffing Professional, and a panel of 6 OU students; this will ensure that the selection process is representative of the Charter School design.

As noted in step 7 above, the interview process will include a standardized one on one behavioral questionnaire that will garner responses to enable the hiring team to assess the compatibility of the applicant in the following areas:

- School Organization
- Students
- Curriculum
- Instruction
- Classroom Management and Discipline
- Other Classroom Issues
- Dealing with Parents
- Professional Life
- Educational Philosophy

Applicants will also work on case Studies, data analysis activities, formal writing samples, and will also participate in a mock lesson/group facilitation activity where they will address an actual group of students (see Appendix FF for sample materials for these activities).

All of the elements noted above are critical and will afford the Principal the ability to make an informed decision as to whether the applicants are a fit for the charter school, its students and its data driven structure.

The CMO has identified and established a number of recruitment networks that will yield a qualified applicant pool (e.g. University of Saint Joseph's Teacher Recruitment Program, Teacheers-Teachers.com recruitment services, TopSchoolJobs.org, Public Charter Schools Job Board, Capital Workforce Partners' business services consultant and specialist, University of Connecticut , Yale, minority based publications-recruitment sites, and career fairs among others).

Plan for Minority Staff Recruitment

In order to reduce racial, ethnic, and economic isolation in accordance with Sections 10-4a (3) and Sections 10-220(a) of the Connecticut General Statutes, Path Academy has developed the following written plan for minority staff recruitment. Path Academy and the CMO will work together to implement this plan to ensure that the school employs a diverse staff, reflective of the student body.

- All recruitment sources will be informed in writing as to Path Academy's non-discrimination policy.
- Path Academy will develop contacts with local training and educational institutions, including those with high minority enrollments, to publicize job openings within the charter school and to solicit referrals of qualified minority candidates.
- Path Academy will develop contacts with local minority community organizations to publicize job openings within the charter school and to solicit referrals of qualified minority candidates.
- Path Academy will expand its help-wanted advertising to include print and/or broadcast media that is targeted to minorities.
- Path Academy will participate in local job fairs, including those that are sponsored by minority community organizations or otherwise targeted toward minorities.
- Path Academy or its designee will maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
- Path Academy's Board of Directors will review, on an annual basis, the effectiveness of this plan in increasing minority applicant flow and attracting qualified candidates for employment.

Licenses & Certification

Employees whose jobs require professional license or certification must present documentation of their license or certification (eligibility for temporary certifications) prior to employment and are responsible for maintaining their license or certification throughout their employment with Path Academy.

- Employees pay the cost of obtaining and maintaining their license or certification (i.e. School Leader-CT92 certification and endorsement; School teachers-CT High School certification and endorsement; etc.)
- Copies of the license or certification, plus copies of all renewals or changes, must be provided by the employee for inclusion in his or her personnel file.
- Employees must notify their supervisors before the next scheduled workday of any changes in the status of their license or certification.

Orientation

New employees will undergo an orientation to acquaint them with Path Academy's policies and procedures, their jobs, and their internal and external working relationships. The orientation will consist of two parts:

ORIENTATION TO PATH ACADEMY: Path Academy and the CMO will coordinate orientation to Path Academy, to compensation and benefits, and to Path Academy's expectations of employees. As part of the orientation, the employee will receive a copy of the Employee Handbook, which contains Path Academy's personnel policies, and will be asked to sign a document stating he or she has received the Handbook.

ORIENTATION TO THE JOB: The new employee's immediate supervisor, as designated by the Principal, generally will orient the employee to the job, and the internal and external working relationships. The purpose of this orientation is to give employees a level of success to aim for, to assist them in succeeding and to give feedback on performance.

Dismissal

Employees should understand that any employment at Path Academy is at-will and of indefinite duration, and that either the employee or Path Academy may end the employment relationship at any time, for any reason, with or without notice. No agreement to the contrary will be recognized unless such an agreement is in writing and signed by the Board of Directors.

Separation of employment is an inevitable part of personnel activity within any organization, and many of the reasons for separation are routine. Below are examples of some of the most common circumstances under which employment is separated:

- ***RESIGNATION***: voluntary employment separation initiated by an employee.
- ***DISCHARGE***: involuntary employment separation initiated by Path Academy.
- ***LAYOFF***: involuntary employment separation initiated by Path Academy that is generally not for disciplinary reasons.

Path Academy will be highly invested in ensuring that all staff and school leadership have the appropriate supports to be successful in their job. This will be provided through ongoing evaluations and professional development opportunities. For teachers and the Principal, these evaluations will follow the state SEED model, which follows the CT State Department of Education's requirements (see Section IV, question 1F below; see Appendix GG for a comparison); for Pathways staff, they will follow the evaluation process described in Section IV, question 1F below. If the supports detailed below fail to help the staff member to be proficient and successful at their job, the dismissal process will occur. In addition, an individual may be discharged due to (including but not limited to):

- Violation of school policy
- Excessive absences and/or tardiness
- Falsification
- Sleeping on the Job (unless due to medical condition)
- Substance use at Work
- Fighting
- Safety violation

- Destruction of, or damage to, school property
- Unauthorized removal of school property
- Personality Conflict
- Willful refusal to perform job duties
- Insubordination
- Leaving work without permission

A Path Academy employee who falls under any of these performance issue categories and is asked to leave will be offered a termination hearing by the Board of Directors. They will have an opportunity to present their case to the Board. The Board will then return a written decision to the Principal.

Notice

Employees who voluntarily resign from their positions at Path Academy are asked to give at least two weeks' notice in writing of their intent to resign. At the option of Path Academy, such employees may be given two weeks' pay and may be required to discontinue work immediately, in lieu of working during the two-weeks-notice period.

Return of Equipment/Supplies

Prior to the end of the last day of work, the employee must return all organization equipment and property to his/her supervisor or to the human resources department. This includes, but is not limited to the return of all computer equipment, cell phones, cameras, PDAs, decals, passes, identification cards, keys etc. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

Benefits Continuation (COBRA)

Federal law, known as COBRA, may allow employees and their dependents who are covered by our health insurance program to temporarily continue that coverage following certain qualifying events (such as termination of employment), when health coverage would otherwise end. COBRA continuation rights are described in greater detail in the separate information that the employee receives when they are enrolled in the health insurance program. If additional information is needed, please contact the Human Resources Department.

Exit Interview

To ensure that a departing employee's final paycheck is properly calculated and that he/she understands health insurance and other benefits options, an exit interview may be conducted. In addition, Path Academy has a considerable investment in its employees. Therefore, it is of interest to Path Academy to evaluate the circumstances surrounding the separation of an employee, whether voluntary or involuntary. Exploring an employee's reasons for resigning, or the factors resulting in separation, enables Path Academy to evaluate whether the work environment is conducive to employee satisfaction or whether changes can or should be made.

Path Academy will use an exit interview checklist to provide structure for the discussion. The following items may be included on the exit interview:

- Equipment/Key return
- Reasons for the separation
- Plans for the immediate future and contact information
- Verification of final pay and reimbursements
- COBRA information (continuing health insurance coverage)
- Employee's suggestions and comments
- Final Pay

Employees who leave the service of Path Academy for any reason shall receive all pay, which may be due them, with the following qualifications:

- Upon resignation of employment Regular Full-Time and Regular Part-Time Employees that give at least two-weeks' notice will be paid for all unused pro-rated vacation days; vacation time will be pro-rated based on the last date of employment back to the beginning of the calendar year. Employees who give fewer than two-week notice of resignation shall forfeit their accrued vacation unless mutual agreement is reached between the Principal or his or her designee and the employee.

- Separation date for all employees is the last day of actual work or approved leave. Final pay received by an employee will not be construed to extend his or her employment with Path Academy beyond the separation date.
- Failure to return Path Academy's issued equipment, keys, uniforms, material, or other items will result in delay in payment of final pay until all Path Academy property is returned.

RELEASING JOB REFERENCES

All requests for information about a current, retired or separated employee must be transferred to the Principal/CMO who may disclose to prospective employers only the former employee's dates of employment, final title or position, job location. With the former employee's permission, the Principal/CMO may give a salary history.

B. Describe the targeted staff size and the teacher-to-student ratio aligned to the school mission, students served and budget.

Path Academy's mission is to reengage over-age, under-credited students in education, supporting them through mastery of the critical skills necessary for success in college, career, and community. Path Academy has been designed to look, feel, and operate differently from traditional high schools, in order to meet the unique needs of our students. This idea is embedded throughout the school design, curriculum and facility, but also into staffing. Path Academy will employ high quality teachers, specifically recruited for their:

- Instructional pedagogy
- Core content knowledge
- Core belief and mastery of project-based learning
- Proficiency using technological instructional tools
- Constant use of data-driven instruction
- Practiced belief in Path Academy's core values surrounding educating OU youth

Path Academy will maintain a teacher to student ratio of 20:1 during year one and subsequent operational years. Path Academy will maintain a Youth Development Specialist to student ratio of 40:1 during year one and subsequent operational years. Classroom size will never exceed 20:1, but will often be lower, as teachers work with smaller groups of students at a time (e.g. 10 students working with teacher, 10 students working independently on computer-based education programs).

The dynamic school design, incorporating academic and non-academic supports, allows for a more intimate and stronger staff to student ratio throughout the school. This is done so no student will get "lost" in a large student population and so that every staff member will have the opportunity to intimately know the academic and Pathways development of every student.

At both opening and full capacity student enrollment numbers, the total instructional/leadership staff to student ratio will remain 1:10, taking into account the following positions:

- Principal
- Director of Pathways
- Teachers
- Youth Development Specialists
- Career Coordinator
- Postsecondary Education Coordinator
- Enrichment Activities Specialist

C. Provide job descriptions of all certified charter school staff.

Founding members have developed job descriptions for all staff positions at the school: Principal, Director of Pathways, Teachers, Youth Development Specialists, Postsecondary & Career Coordinators, Administrative Assistant and Enrichment Activity Specialist. Please see Appendix M for all of these descriptions.

D. Provide a copy of the certification endorsement for all classroom teachers, including principals and professional support staff, on or before the opening of school; include a description of their proposed qualifications; and indicate the number of staff who will pursue certification via the alternate route program (provides expedited certification through education and experience).

The following charter school positions will have a Connecticut approved certification endorsement submitted to the State Board of Education prior to the charter opening of Fall 2014:

- School Leader-CT92 certification and endorsement
- School teachers-CT High School certification and endorsement

Proposed qualifications for the school leader (Principal), classroom teachers, and all other positions at the school can be found in the proposed job descriptions in Appendix M.

Path Academy and the CMO will work together to identify as many certified school leaders/classroom teachers as possible to staff the school. We will seek to hire experienced individuals who are committed to the school's core educational philosophies. In the event that qualified applicants do not possess one of the two certifications described above, there are a number of special authorizations that may allow Path Academy to employ them[1]:

Resident Educator Permit

Candidates who are enrolled in Teach for America are eligible for a Resident Educator Certificate. This certificate is valid for one year, and allows candidates to teach while completing the requirements of the Teach for America program.

Temporary 90 Day Certificate

Candidates who have completed the Connecticut Alternate Route to Certification Program (through the Department of Higher Education) are eligible for a Temporary 90 Day certificate. Similarly, candidates who have completed an out of state approved alternate route program may also obtain this certificate.

Non-renewable Interim Certificates

These certificates may be issued for one year only, to allow out-of-state candidates to complete CT testing requirements. Non-renewable Interim Initial certificates may be issued to a candidate who has completed an approved educator preparation program at a regionally accredited college and is recommended for certification by the college, with less than three years of experience. Non-renewable Interim Provisional certificates may be issued to a candidate with a minimum of three years of service in a single state under that state's appropriate certification that is equivalent to a Connecticut initial educator certificate.

Charter School Educator Permit

Per Public Act 11-234, any administrator or instructor at Path Academy may obtain a Charter School Educator Permit, if they meet the requirements identified in statute. No more than 30% of staff at Path Academy will be permitted to hold a Charter School Educator Permit. If Path Academy chooses to seek this permit for a qualified applicant, the school will follow the guidelines according to the CT State Department of Education. This will include completing and submitting the appropriate application form, submitting a request from the Chair of the Path Academy Board of Directors, submitting all transcripts for college coursework and test scores (appropriate portions of the Praxis I-PPST or waiver), and evidence of demonstrated effectiveness.[2]

[1] CT State Department of Education, Bureau of Educator Standards and Certification. 2013. *Certification.*

[2] These policies have been developed based on the State of Connecticut State, Bureau of Educator Standards and Certification. 2011. *Charter School Educator Permit.*

E. Pursuant to Section 10-145o of the C.G.S., the charter school shall establish a teacher education and mentoring program that includes guided teacher support and coaching and the completion of "instructional modules" for beginning teachers. The Teacher Education and Mentoring (TEAM) Program is designed around five professional growth modules in order to provide a framework for the support of new teachers. These five modules provide a learning process focused on the following domains of the Common Core of Teaching (CCT): classroom environment, planning, instruction, assessment and professional responsibility. Please refer to www.ctteam.org for additional information on this new program. When describing how the proposed charter school will implement the TEAM Program, applicants will:

i. Describe how the school will select the TEAM district facilitator and TEAM Coordinating Committee, and ensure that these educators have the knowledge and skills to implement the TEAM Program in the school.

Path Academy's Principal will act as the TEAM district facilitator. This individual will be a certified administrator. The Principal will act as a liaison between the school, the state, the beginning teachers, and the mentors.

The TEAM Coordinating Committee will be led by the Principal. In addition, Path Academy will seek to hire experienced teachers as "lead teachers," who will come on approximately four months ahead of the proposed opening date to flush out curricula and contribute to final processes. These teachers will lend expertise throughout the year at Path Academy, particularly to younger teachers, acting as leaders in curriculum development and instruction. We will propose that these teachers act as TEAM mentors to beginning teachers at the school, and participate on the TEAM Coordinating Committee.

ii. Describe how the school will select mentors and ensure that they have participated in the required training prior to being assigned to a beginning teacher.

We will ensure that the lead teachers described above are properly trained and meet TEAM mentor criteria and qualification in the TEAM mentoring program in order to provide high level support for new teachers at the charter school. Path Academy will follow all guidelines and timelines laid out in the www.ctteam.org Beginning Teacher Manual. The Principal and Academic Excellence Committee of the Board of Directors will select TEAM mentors based on the TEAM mentoring selection criteria and qualifications as follows[1]:

- Current or retired classroom teacher with a minimum of three years successful teaching experience
- Effective classroom teaching experience reflecting best practices
- Outstanding professional role model demonstrating high standards of professionalism and a commitment to own professional growth and ongoing learning
- Effective communicator with outstanding interpersonal skills
- Knowledgeable in beginning teacher development and adult learners
- Demonstrated ability to engage in reflective conversations with beginning teachers about effective practices
- Demonstrated ability to work collaboratively and share instructional ideas and materials with colleagues
- Highly committed to the task of helping beginning teachers to improve their performance and find success and gratification in their new work

In the event that additional resources are needed for the development of effective TEAM mentors, Path Academy will work closely with the host district and local Regional Education Service Center (Windham and EASTCONN) in identifying, training, and collaborating with already established TEAM mentors at the local high school level in order to support beginning teachers at the charter.

Path Academy will ensure that identified TEAM mentors will participate in the Initial Support Teacher Training (IST) prior to the start of the school year, or when next available training is scheduled. Path Academy TEAM mentors will participate in the three day IST training at EASTCONN. If the EASTCONN training schedule does not

[1] www.ctteam.org: Mentoring Section

meet the needs of the charter school, Path Academy TEAM mentors will be directed to the next available three day training at the nearest available Regional Education Service Centers. In the event a Path Academy teacher is hired with previous TEAM mentoring experience, the charter will ensure they receive the three hour Mentor Update Training provided by the Regional Education Service Center.[1]

iii. Describe the school's process for the review of module reflection papers.

As articulated by the state, at the conclusion of each Module a beginning teacher must submit a reflection paper based on their learning, professional growth, implementation/practice for each Module. This paper is graded by the TEAM Mentor. For beginning teachers at Path Academy, this process will fit seamlessly into the school's ongoing professional development structure and ensures that the beginning teacher will be supported not only by the TEAM Mentor but also the entire common planning team and the whole staff.

The process will begin with the team discussing the issues that the beginning teacher is likely to write about in their reflection paper. The common planning team will then incorporate discussion of these issues into its ongoing process, culminating in the beginning teacher receiving feedback on their module reflection paper from the TEAM Mentor. This cycle will continue for all five modules. Beginning teachers will be expected to complete two modules in their first year and three modules in their second year, pursuant to state regulations.

The Coordinating Committee will ensure that all reflection paper reviews are properly entered into the TEAM data system. This Committee will also be responsible for submitting an annual report on mentor-teacher activities to the state for review and approval.

iv. Describe how the school will select reviewers of reflection papers and ensure that they have participated in the required training.

Path Academy's Principal will participate in the half-day Administrator training to ensure they have an overview of the TEAM Program and how they will support their new teachers. The Principal and TEAM mentors will participate in the Initial Reflection Paper Reviewer Training, so they learn the criteria for a successful reflection paper.[2] In addition, Path Academy may elect to use the Regional review option at some point, cooperating with the host district, Windham, and EASTCONN to submit module papers to pools of qualified and trained reviewers.

v. Describe how the school will provide support and professional development to beginning teachers and their mentors.

The overarching professional development strategy of Path Academy is built around common planning time and small professional development sessions every Wednesday afternoon during which small teams of job a-like teachers work together on all aspects of developing their craft. Teachers instructing at the same Band Levels will also work together. As described in Section I, beginning teachers will be immersed in this process. In addition, they will be paired with a mentor, referred to in the formal state process as the TEAM Mentor. The latter will help facilitate all aspects of the mentees development, including the review of the module reflections papers. Beginning teachers will also participate in the school's initial four week training session (for all new hires), and regular half-day professional development sessions and Summer Planning Institute (one week prior to each school year).

Mentors will have access to this same robust professional development system, described in detail in Section I, question 4D. In addition, they will receive professional development specifically geared toward mentoring through the TEAM program. This will be achieved through trainings offered by the local regional education service center, and any other trainings offered by the state.

---

[1] www.ctteam.org: Training
[2] www.ctteam.org: Training

F. The State Board of Education adopted the Connecticut Guidelines for Educator Evaluation that were developed by the Performance Evaluation Advisory Council (PEAC), and inform implementation of model teacher and administrator evaluation and support systems. Public school districts will be required to implement teacher and administrator evaluation and support systems aligned to the Connecticut Guidelines for Educator Evaluation by the start of the 2013-14 school year. The System of Educator Evaluation and Development (SEED) is the state model that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements). The guidelines were created by the CSDE to be used by public school districts to comply with the requirements of the guidelines. When describing how the proposed charter school will implement the Connecticut Guidelines for Educator Evaluation, applicants will:

i. Indicate their decision to adopt the State Model (SEED) for teacher and administrator evaluation, and development OR describe the planning process to design an alternative that meets the "Core Requirements" outlined in the Connecticut Guidelines for Educator Evaluation (June 2012).

Path Academy will implement the SEED model for teacher and Principal evaluation. We will include all pertinent elements of this plan, including but not limited to, development of goals, observations (formal and informal), routine conferences throughout the year to discuss progress, and a summative evaluation. The Principal will lead this evaluation process for all teachers. Evaluation for the Principal will be conducted by the CMO and Board of Directors, as described in Section II, question 2H. The implementation of the SEED model for Principal/teacher evaluation will follow all CT State Department of Education requirements (see Appendix GG for a comparison between SEED and state requirements).

The process for the school's Pathways staff will use evaluation and observation tools currently in use by all existing Pathways programs in schools, community colleges and community sites. The tool will reflect the charter schools' core values and will be aligned to the Teacher and Administrator outcomes, specifically addressing student outcomes around high school graduation and postsecondary preparation (see Appendix HH for an example). All employees will receive, on a trimester basis, a formal performance review, which will objectively assess their performance and accomplishments relative to the job description. Final reviews will occur in June of each year and combine the previous performance reviews. The Principal and Director of Pathways will incorporate supervisory review notes and use standardized forms to record all formal performance reviews, and all individuals supervising the employee will contribute to the review. These records will be used to help determine salary reviews, advancements, transfers, layoffs and other personnel actions, which are based on merit.

ii. Describe how the school will ensure that teachers and administrators are prepared to implement the educator evaluation and development plan during the 2013 – 14 school year.

The Principal will participate in all required SEED professional development prior to teacher professional development. The Principal will lead all instructional staff in designated professional development for teachers regarding the SEED model. This professional development will have required attendance, and attendance will be recorded in teacher files. If applicable, the Principal will have a lead teacher participate in SEED "train the trainer" training to ensure effective delivery of the SEED model to instructional staff and appropriate support at the teacher level is established at the school.

Path Academy will follow all timelines established within SEED (Goal-Setting Conference, Mid-Year Check-In, and End-Of-year Summative Review). Path Academy will also follow the evaluation categories laid out in the SEED Handbook (Teacher performance and Practice (40%), Parent or Peer Feedback (10%), Student Growth and Development (45%), Whole-School Student Learning Indicators/Student Feedback (5%)).[1]

Path Academy will follow the SEED observation model and timeline listed within the SEED handbook[2]:

[1] www.connecticutseed.org: SEED Handbook
[2] SEED Handbook, page 19

- Each teacher will be observed between 5 and 8 times per year through both formal and informal observations as defined below.
  - Formal: Scheduled observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.
  - Informal: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
- All observations will be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within two days of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, the majority of observations will be unannounced.
- Principal can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines for Educator Evaluation.

This information will be clearly delivered to the instructional staff during the four week training period prior to the start of the school year, and also on an ongoing basis, as needed.

G. Describe human resources policies governing salaries and fringe benefits, hiring, personnel contracts, affirmative action and benefit packages, which align to the school mission, students served and budget.

Hiring & Contracts

Hiring policies have been described in detail in question a above. All teachers and staff will remain under the authority of the Principal for hiring and contract decisions; the Principal will make decisions pursuant with policies and budgets approved by the Board of Directors. The Board of Directors will retain the authority for all hiring and contract decisions for the Principal. Path Academy will work with the CMO to draft and maintain all legal documents, including contracts.

Salaries

Salaries for each job title are commensurate with the nature of the position, taking into consideration the following:

- The diversity and complexity of duties
- The amount of responsibility and judgment exercised
- Location of position within Path Academy's chart
- Qualifications required

Total compensation to employees includes salaries, fringe benefits and other compensation, and shall also be based on the following:

- Prevailing rates for similar work in other nonprofit and commercial organizations
- National as well as local salary patterns
- Applicable legal requirements
- Standards established by professional organizations

Each employee's salary is reviewed annually. These reviews take into account the employee's performance, community conditions, comparisons between similar types of positions, national trends and Path Academy's financial position.

DEDUCTIONS FROM PAYCHECK (MANDATORY)

Path Academy is required by law to make certain deductions from employee paychecks every time one is prepared. Among these are federal and state income taxes and contributions to Social Security as required by law. Non-certified employees will make Social Security contributions. Certified educators will make their contributions to the

Connecticut Teacher Retirement System, as required by Connecticut General Statute Chapter 167a. These deductions will be itemized on check stubs. The amount of the deductions may depend on earnings and on the information furnished on the W-4 forms regarding the number of dependents/exemptions claimed. Any change in name, address, telephone number, marital status, or number of exemptions must be reported to managers immediately, to ensure proper credit for tax purposes. The W-2 form issued each year indicates precisely how much of earnings were deducted for these purposes.

Any other mandatory deductions to be made from paychecks, such as court-ordered attachments, will be explained whenever Path Academy is ordered to make such deductions.

WAGE ASSIGNMENTS (GARNISHMENTS)

Whenever court-ordered deductions are to be taken from paychecks, employees will be notified.

Fringe Benefits

The following sections summarize the benefits Path Academy plans to provide. Please note that the benefits descriptions contained herein are merely highlights of the programs and benefits provided. These plans will be described in greater detail in the summary plan descriptions and official plan documents. In the event of any conflict, the official plan documents will govern.

Further, Path Academy will retain full discretionary authority to interpret the terms of the plans, as well as full discretionary authority with regard to administrative matters arising in connection with the plans. Path Academy or its designee may modify or eliminate any benefits or programs it currently provides, as well as increase the cost to employees of such benefits and programs. This discretionary authority extends to all issues concerning benefit eligibility and entitlement.

MEDICAL INSURANCE COVERAGE

Path Academy plans to permit all Regular Full-Time and Part-Time employees working 30+ hours during the week to participate in its health insurance plan. Currently, Path Academy gives employees the option to participate in the following:

HEALTH CARE PLAN

A health care plan for Regular Full-Time and Part-Time employees working 30+ hours during the week and their dependents will be available on the 1st (first) of the month at least 30 days after date of hire or during "open enrollment" each year. Details of the plan including coverage limitations, inclusions and costs to employees will be contained in the insurance documents received when employee becomes eligible for the plan. Dependents will include, a lawful spouse, a civil union partner, a domestic partner, children and stepchildren younger than 19 who are not full-time students and children and stepchildren up to the age of 26. If there is no dependent at the time of enrollment in the plan, but a dependent is later acquired, this person becomes eligible to participate in the plan within 30 days of their becoming a dependent. The cost of coverage will be shared by the employee and Path Academy. Before employee coverage or that of dependents becomes effective, the employee must authorize payroll deductions for such coverage by filling out a form available from the Human Resources Department.

DENTAL INSURANCE COVERAGE

As part of its medical benefit programs, Path Academy plans to provide dental benefits for Regular Full-Time and Part-Time employees working 30+ hours during the week. Details of the dental insurance policy, including coverage limitations, inclusion and costs to employees will be contained in the insurance documents received when they become eligible for the plan.

LIFE INSURANCE AND ACCIDENTAL DEATH AND DISMEMBERMENT

Path Academy plans to provide life insurance benefits for Regular Full-Time and Part-Time employees working 30+ hours during the week to help provide for the covered employee's family in the event of death. Details about life insurance and accidental death and dismemberment benefits including coverage limitation, inclusion and costs to employee will be contained in the insurance documents received when they become eligible for the plan.

Long Term Disability
Path Academy plans to provide a long-term disability (LTD) plan for Regular Full-Time and Part-Time employees working 30+ hours during the week. LTD Insurance is paid to the employee after ninety days of continuous disability. Details of the plan will be described in the plan document.

Savings and Retirement Plan
To help employees save for retirement years, Path Academy plans to maintain a 401(k)**,** 403(b), or 457 Savings and Retirement Plan for eligible employees. Details of the plan will be described in the plan documents.

Worker's Compensation
Employees will be protected under the state workers compensation law against loss of income due to injury or death that occurs during work activities. Path Academy will pay the entire cost of the Worker's Compensation insurance premium. Employees must report all job-related accidents, injuries and illness immediately after experiencing symptoms. The insurance carrier will determine the benefits, if any, to which the employee is entitled.

Affirmative Action Statement

Path Academy provides equal employment opportunity/affirmative action to all persons without regard to race, color, religious creed, age, sex, marital status, national origin, ancestry, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), pregnancy, sexual orientation, gender identity or expression, ethnicity, citizenship, genetic information, veteran status, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

Path Academy is committed to equal opportunity for all applicants and employees in personnel matters including recruitment and hiring, benefits, training, promotion, compensation, transfer and layoff or separation.

We will attempt to achieve and maintain a diverse work force, reflective of the student population. These steps may include, but are not limited to, the following:

- Pursuing our affirmative action program along with regular review by the Principal and the Path Academy Board of Directors.
- Ensuring that Path Academy's policy regarding equal employment opportunity is communicated to all employees.
- Thoroughly investigating instances of alleged discrimination and taking corrective action if warranted.
- Ensuring that hiring, promotion and salary administration practices are fair.
- To the extent that our employees are not diverse, making special recruitment efforts as part of this plan.

Path Academy recognizes that a supportive and caring response from co-workers is an important factor in maintaining the quality of life of an employee with a disabling medical condition. Consistent with the requirements of the law, efforts will be made to provide reasonable accommodation to employees who have a disabling medical condition.

In support of our Affirmative Action Plan and in line with reducing racial, ethnic, and economic isolation, each supervisor and member of management must provide equal opportunity for all employees with regard to work assignments, training, transfer, and advancement and other conditions and privileges of employment, and to work to ensure a continuation of this policy of equal employment opportunity.

Sexual and Other Harassment

Path Academy will prohibit harassment of any kind committed against its employees. Harassment includes sexual harassment and other forms of harassment prohibited by Title VII of the Civil Rights Act of 1964 and the Connecticut Discriminatory Employment Practices Law. Together, federal and state law prohibit harassment based on an individual's race, color, religious creed, age, sex, marital status, national origin, ancestry, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning

disability including but not limited to blindness), pregnancy, sexual orientation, gender identity or expression, ethnicity, citizenship, genetic information, veteran status, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

Path Academy will prohibit harassment based on protected class status; it is also the policy of Path Academy to comply with the requirements of state and federal law.

Sexual harassment is illegal and is prohibited by The Connecticut Discrimination Employment Practices Act(Section 46a-60(a)(8) of the Connecticut General Statutes AND Title VII of The Civil Rights Act of 1964 (Title 42 United States Code Section 2000*e et seq*.)

Sexual harassment, a form of prohibited conduct, means "any unwelcome sexual advances, or requests for sexual favors or any conduct of a sexual nature when: (1) Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment; (2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment."

Examples of Sexual Harassment include: unwelcome sexual advances, suggestive or lewd remarks, unwanted hugs, touches, kisses; requests for sexual favors, retaliation for complaining about sexual harassment: derogatory or pornographic posters, cartoons or drawings.

Remedies for Sexual Harassment may include: cease and desist orders, back pay, compensatory, damages, hinging, promotion or reinstatement, individuals who engage in acts of sexual harassment may also be subject to civil and criminal penalties.

If a Path Academy staff member feels that they have been discriminated against, contact: The Connecticut Commission on Human Rights and Opportunities, 25 Sigourney Street, Hartford, Connecticut 06106. Telephone Number 541-3400; TDD Number 541-3459, and Connecticut Toll Free 1(800)477-5737. Connecticut law requires that a formal written complaint be filed with the Commission within 180days of the date when the alleged harassment occurred.

Employees that believe that they have been harassed in any manner, should immediately contact their supervisor. All complaints of sexual and/or other harassment will be treated with appropriate confidentiality. Path Academy will not tolerate any retaliation against any complaining employee or witness. Any manager or supervisor who is aware of possible sexual and/or other harassment must immediately bring it to the attention of the Principal.

Individuals found to have engaged in sexual and/or other harassment will receive appropriate disciplinary and corrective action, up to and including separation of employment.
This is a general statement of policy and no more. It does not constitute a term or provision of any contract of employment or implied contract of employment between Path Academy and any individual employee nor does it create contractual obligations on behalf of Path Academy to any person.

2. Building Options

A. Describe present options for a school building, including location, capacity and timetable for identifying and acquiring it.

Founding members are currently pursuing a site for Path Academy, located in Willimantic, CT. This building, located at 1 Jillson Square, is in the center of town with direct proximity to Main Street. This school would be suitable for Path Academy's maximum student enrollment of 200. After site visits, founding members have worked with Crosskey Architects to design preliminary floor plans (see Appendix N). Acquisition would occur after the state approval of this proposal. The target date for finalizing financing and acquisition would be July 1, 2013 (see Proposed Project Schedule, Appendix N).

In the event that this location is no longer available for acquisition or not prepared for school opening in Fall 2014, Windham Public Schools has preliminarily agreed to provide space within an approved school building.

B. Explain how this site would be a suitable facility for the proposed school, including any plans and associated timelines to renovate and bring the facility into compliance with all applicable school building codes.

Upon acquisition, Path Academy would implement the Proposed Project Schedule (Appendix N), which details all plans and associated timelines for renovation and bringing the facility into compliance with all applicable school building codes. The renovation plans are specifically aligned with the school's unique model, creating a different type of space to re-engage over-age, under-credited youth and support them to mastery of the critical skills necessary for success in and beyond high school. The school facility plan provides the following unique learning spaces:

Learning Lab

The center of the school is a large Learning Lab in the middle of the first floor, outfitted with individual and group work stations. These work stations will have desktops or laptops available for students to use throughout the day. This flexible space will help Path Academy meet the unique needs and requirements of all enrolled students. This space will also be the hub for Youth Development Specialists to monitor and work with individual students, with group meeting rooms adjacent to the Lab for Pathways Advisory Group work. Each YDS will have a separate work space, but they will be part of the large Learning Lab room. This will promote the full integration of the Pathways program throughout the school.

Classrooms

Each teacher will have a classroom for 20 students, also outfitting with flexible work stations that may be arranged for individual or group work (including two individual computer work stations). This flexible arrangement will allow for the unique instructional methods discussed in Section I, question 4. The school will also include a dedicated Resource Room for students requiring special education, as well as a dedicated classroom for English Language Learners. Finally, there will be two dedicated classrooms for workforce development and college preparatory activities.

Enrichment

The school will provide a large space for Enrichment activities, outfitted with flexible work spaces and any resources associated with the Enrichment activities provided (e.g. art supplies, music technology supplies).

Conference Space

In addition to small group meeting spaces adjacent to the Learning Lab, there are staff conference rooms on both floors of the building plan. This will allow ample space for teachers to engage in Common Planning and data analysis, as discussed in Section I, question 4D.

KITCHEN
Path Academy expects that at least 75% of students will be receiving free/reduced price lunches. We will contract with the food services provider for Windham Public Schools to bring breakfast and/or lunch into the school's warming kitchen each day.

MISC.
The facility plan includes a separate space for the school nurse. It also includes an Administrative Suite, including a reception area, conference room, and offices for the two school leaders (Principal and Director of Pathways). Outside, the school will house a high school-regulation size basketball court.

Please see Appendix N for renderings of the facility plan.

C. Describe financing plans for acquisition of the facility.

As Path Academy will be a new 501(c)(3), the charter management organization (Our Piece of the Pie) is willing to purchase the facility described above. The facility will be leased to Path Academy. It will be the intention of the charter management organization to transition the facility ownership to the charter school as it strengthens its financial position.

FACILITY FINANCING (all amounts estimated):	
Project Price	$4,000,000
10% Down Payment	($400,000)
Amount to be Funded	$3,600,000
Interest Rate	4.25%
Term of Loan	30 years
Monthly Payments	$17,710
Annual Mortgage Amount	$212,518
Annual Property Maintenance	$25,882
TOTAL ANNUAL AMOUNT	**$238,400**
(includes property maintenance; equal to amount budgeted for lease in annual budget)	

D. Indicate the costs associated with your building, provide an explanation for how the cost was determined (i.e., cost per square foot, renovation estimates), and ensure they are in alignment with your budget.

Although the site has not yet been acquired, associated costs for renovations have been estimated. These costs have been estimated by Crosskey Architects, a firm with extensive experience in school building construction. Please see the Preliminary Statement of Probable Construction Cost (Appendix N) for details.

3. Financial Plan

Founding members have developed a Fiscal Policies and Procedures handbook for Path Academy. Brief answers have been provided for the questions below; refer to Appendix II for the full handbook and more detailed descriptions. **Also refer to Appendix W for all budget documents, created using the Charter School Budget Instructions and forms.**

A. State law prohibits unsecured, noninterest bearing transfers of state and federal funds between charter schools and from charter schools to charter management organizations. Explain the structure for managing the school's finances. Include any fiscal staff positions, required qualifications, and job duties.

As the charter management organization (CMO), OPP will provide certain operational functions such as procurement and annual budgeting. In addition to the management services, the school will contract with the CMO to provide ancillary services that include full service accounting functions (transactional accounts payable and receivable, payroll vendor service liaison, month and year end close, bank reconciliations, and financial reporting). OPP already has experience with all of these functions on a much larger scale, including managing federal and state government grant funds. The staff of OPP Finance include a Director of Finance, Staff Accountant, and Bookkeeper; resumes for each are attached in Appendix JJ.

The structure for managing the school's finances are detailed in the Fiscal Policies and Procedures handbook, Appendix II. For details on the below summaries, please refer to the handbook. The school will follow the state developed Uniform Chart of Accounts when issued.

Related Party Transactions

Related party transactions may exist between the Charter School and the CMO. These transactions primarily occur in the following circumstances:

Contractual agreements
The Charter School has a Charter Management Agreement (CMA) that includes an Agreement for Ancillary Services with the Charter Management Organization. The services and fees are detailed in the contract.

Purchase of items or services by the CMO
The CMO may purchase items (i.e., computers) or services (i.e. facility) on behalf of the school as specifically authorized in the CMA and by the Board of Directors. The CMO bills the school for these items or services.

Fundraising
The school or the CMO will raise funds for the charter school. In some cases, donors make payments directly to the CMO. The CMO will transfer those funds to the school. In all cases, payments or transfers of funds are properly authorized, consistent with the Table of Authorities. In no event shall there be unsecured, noninterest bearing transfers of funds between the Charter School and the CMO, except with respect to fundraising and donations, as provided herein.

Annual Budgeting

The Charter School runs on a fiscal year from July 1 to June 30. Each February, the CMO Director of Finance will initiate the annual budgeting process for the School. The process will begin with an analysis of the School's financial reports to date and an evaluation of the accuracy of critical cost assumptions and drivers. It will also include meetings with the School Principal and other key school and CMO personnel to discuss proposed modifications to the assumptions/drivers and to clarify the programmatic objectives and plans for the following school year.

Between February and April, draft budget materials, including current fiscal year performance and proposed staffing models will be circulated. By April 15th, the CMO Director of Finance will present the budget draft to the Board Finance Committee. The Finance committee will have three weeks to offer comment and request additional modifications. A final budget will be presented at the May Board of Directors meeting and approved by June 15th.

B. Describe how the school will track finances in its daily business operations.

Path Academy will track finances in daily business operations using the guidelines from the Fiscal Policies and Procedures handbook (Appendix II). In particular, refer to the Accounting Processes portion of the handbook.

Accounting Processes

Each accounting process is defined by a set of duties (or tasks) that are segregated across key individuals, to maximize efficiency while minimizing the possibility of error or fraud. Under no circumstances will all the tasks of a given accounting activity be completed by a single individual.

The staff at the Path Academy involved in accounting processes are the School Principal, School Director of Pathways, and the School Administrative Assistant, who handle incoming items, approvals, and record retention of school fiscal data (see Appendix M for job descriptions). The CMO provides transactional financial services as well as financial reporting as part of the ancillary services agreement.

C. Describe the fiscal controls and financial management policies the governing council will employ to provide oversight of the schools financial position.

The Board of Directors will use the Fiscal Policies and Procedures handbook when approving financial management policies for Path Academy. They will then employ these to provide oversight of the school's position. Please refer to the handbook (Appendix II), the Table of Authorities and Financial Reporting sections for details on the following:

Table of Authorities

The Table of Authorities assigns levels of authority for the CMO, School Principal, School Director of Pathways, Board of Directors, and Board Officers for the following types of transactions:

- Check Requests and Signing Checks
- Contracts and Agreements
- Hiring Staff
- Annual Budget
- Credit Lines and Loans

The Table of Authorities will be approved by the Path Academy Board of Directors (revised as necessary). The Board of Directors will revise and approve the Table of Authorities annually.

Financial Reporting

As part of the Ancillary Services Agreement, the CMO will provide monthly financial reports to the School Principal and the Board. In addition to the bank reconciliations, the month end reports will provide:

- Statement of Financial Position (Balance Sheet)
- Statement of Activities (Profit and Loss Statement) including a comparison of budget and actual revenue and expense
- Cash Flow Report

D. A financial statement audit, including Federal and State Single Audits, shall be performed annually by and independent certified public accountant.

The Path Academy Board of Directors will commit to an annual financial statement audit by an independent certified public accountant. The Board will conduct an RFP to choose the independent audit firm. Please refer to the Annual Audit portion of Appendix II for details on the following:

The school will undergo an annual independent audit shortly after the close of the school fiscal year end. The Board of Directors will engage an audit firm. The audit will be conducted in accordance with auditing standards generally accepted in the United States, and as required for government funding:

- Standards applicable to financial audits contained in *Government Accounting Standards* issued by the Comptroller General of the United States
- Standards applicable to financial audits as described in OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*
- Standards as described in the State Single Audit Act

4. Transportation

A. Describe the plan for transporting students from within the local school district to and from school. What arrangements, if any, have been made with the local school board/boards?

Windham Public Schools understands their responsibility for providing transportation for Windham students attending Path Academy, pursuant to section 10-66ee, as amended by PA 12-116. Founding members have worked with members of the district's central office to delineate a transportation plan in line with the school's unique schedule and calendar.

At the conclusion of the enrollment process, Path Academy and Windham Public Schools will conduct a Student Transportation Logistics meeting for the purposes of: identifying the transportation distribution of students attending Path Academy, identifying students who can safely walk to Path Academy, identifying students who will have a dedicated bus, or use a blended bus with Windham High School, bus pick up and drop off times, and revised bus routes for Windham students.

Windham Public Schools will update their transportation routes and schedules, and once completed, a final transportation meeting will occur with Path Academy to review final transportation schedules for students attending Path Academy.

B. If the charter school plans to implement an extended-day or extended-year program that requires transportation beyond what the district provides, what arrangements will be made to transport these students?

Windham Public Schools understands that Path Academy has an extended school day (Monday, Tuesday, Thursday, and Friday) and an extended school year. Windham Public Schools, in collaboration with Path Academy, will make the necessary arrangements, so Path Academy can operate its extended day/year schedule without delay or restrictions.

C. Indicate what transportation options, if any, are available for out-of-district students.

Path Academy will accept students from a catchment area of 19 districts in Eastern Connecticut: Andover, Ashford, Bozrah, Chaplin, Columbia, Coventry, Franklin, Hampton, Hebron, Lebanon, Mansfield, Marlborough, Norwich, Scotland, Sprague, Tolland, Vernon, Willington, and Windham. As many of these towns send students to Windham's technical school, we will work with each district to determine busing availability. In the event that this is not a possibility, Path Academy will work with EastConn (the area's regional education service center) to provide transportation for these students. At the conclusion of the enrollment process, a representative from each sending district, Path Academy, EastConn will convene a transportation logistics meeting to develop a schedule and plan for out-of-district transportation.

5. Waiver Requests

A. Waivers of existing state statutes can be requested as a part of the application per Section 10-66bb (d) of the Connecticut General Statutes, as amended by P.A. 12-116. Please describe and provide a justification for waivers of statutes that the school believes are necessary for the successful operation of the charter school. (See Appendix B for waiver form.) Please note that the law specifically exempts certain statutes from waiver.

As a school developed to serve a specific subset of students – students with a history of low academic performance, as defined by Public Act 12-116 – Path Academy will be submitting a waiver for a lottery enrollment (see Appendix EE for completed waiver form). This waiver would enable us to target enrollment to students with a history of low academic performance – specifically, over-age, under-credited students, as defined below:

- Rising 9th graders who are already academically off-track
- High school students who have fallen behind in credit attainment
- High school dropouts

Path Academy's school model and academic program have been specifically designed to target over-age, under-credited high school students, as evidenced by our mission: **to re-engage over-age, under-credited students in education, supporting them through mastery of the critical skills necessary for success in college, career, and community.** This waiver is critical to achieving our mission, as our mission specifically focuses on over-age, under-credited students. If all students in the 19 district catchment area[1] are given equal preference for seats, we would risk losing many of the over-age, under-credited students who would most benefit from our school model, which has been specifically designed to take into account their unique needs. Yet again, these students would be left behind without the proper supports and unique learning environment that they need in order to get back on their paths to success.

The Path Academy model has been specifically designed to accommodate the unique needs of over-age, under-credited students. The school's mission, vision, core educational philosophies, and academic program have all been structured with a specific commitment to this population in mind. Key strategies, including blended learning, project-based learning, personalized/differentiated instruction, mastery-based progression, and the integration of holistic student supports through the Pathways to Success approach will support students to mastery of the core academic and non-academic skills that will lead to their success in and beyond high school. Each of our key strategies – detailed in Section I, question 2D – are research-based and have proven to increase student achievement in populations of over-age, under-credited and/or at-risk students in schools across the nation.

A lottery waiver enabling Path Academy to open seats to over-age, under-credited students before any others would allow us to utilize this specially designed school model to support some of the most at-risk but least supported students in the state. Traditional education environments have not worked for these students, but they **can** achieve success when given the right supports (see Section I, question 3D of the Path Academy charter application for specific examples of how the elements of the Path Academy model work for similar populations across the state and nation). Path Academy can provide these supports to the Windham region's over-age, under-credited students, taking them from the path to becoming high school dropouts, and putting them on their own paths to success.

Pursuant to Public Act 12-116, Path Academy will not discriminate on the basis of race, ethnicity, sex, sexual orientation, mental or physical ability, athletic performance, special need, proficiency in the English language, or academic achievement in admitting over-age, under-credited students.

[1] Andover, Ashford, Bozrah, Chaplin, Columbia, Coventry, Franklin, Hampton, Hebron, Lebanon, Mansfield, Marlborough, Norwich, Scotland, Sprague, Tolland, Vernon, Willington, and Windham.

6. Charter School Self-Evaluation and Accountability

A. Based on your mission statement, learning objectives, student assessment, school management and governance, admissions policy and criteria, and financial plan describe the school's self-assessment or evaluation design to ensure that the school is: (1) demonstrating educational progress of students; (2) meeting its stated mission and goals; (3) governing council has been sufficiently responsible for the operation of the school and the school is fiscally solvent; (4) making sufficient efforts to attract, enroll and retain students from among the populations described in Public Act 12-116, Section 32(c)(A)(i) to (A)(v); and (5) making efforts to reduce racial, ethnic and economic isolation.

The mission of Path Academy is to re-engage over-age, under-credited youth in education and support them to mastery of the critical academic and non-academic skills necessary for success in college, career, and community. These skills are blended throughout the school's model, reflected in academic and non-academic goals and objectives, core values, and instructional methods. They will ask students to master things such as ongoing personal development, 21st century technology skills, teamwork skills, Common Core State Standards/CT State Frameworks skills in content areas, and the passion and skill to engage with their peers and community.

The school model is set up to support these goals through the use of an innovative program and the continuous monitoring of data to ensure student progress toward academic and non-academic goals and learning objectives. This relentless focus on data will extend from the classroom all the way up through the Board of Directors, which will receive reports twelve times per year on the school's aggregate progress toward student achievement targets. The Board of Directors will be responsible for approving and monitoring these overarching goals, using data to continuously assess the school. In particular, the Board will ensure that the school is performing appropriately in each of the following areas, by using the strategies detailed below.

Demonstrating educational progress of students

As mastery of academic skills is part of the mission of the school, Path Academy has invested in a great deal of assessment and data analysis capital. This will allow teachers to continuously monitor student progress and adjust instruction quickly and responsively. Student progress will be measured by standardized and non-standardized assessments, as described in Section I, question 5. Results from all of these assessments, and tracking on youth development, workforce development, will be combined through a data system, which the charter management organization will develop and maintain. This will ensure that all school staff can understand and react to data faster, to ensure true continuous assessment and timely adjustments.

The Principal will monitor student growth in regular meetings with teachers and staff. Student learning will also factor into evaluations for all teachers and staff. The Principal and school teachers/staff will then work together to take reports of this student achievement information to the Board of Directors for continuous monitoring. Information will be synthesized and presented in Data Dashboards (as described in Section II, question 2E; see Appendix Y for an example). These "at-a-glance" tools will allow the Board to measure progress against targets set in the Performance Framework (as described in Section I, question 5; see Appendix H). In addition, as part of the contracted ancillary services, the charter management organization for the school (Our Piece of the Pie) will conduct period "environmental scans" to ensure that best practices are being implemented within the school. These scans will provide data against which Path Academy may measure its efforts. Path Academy will also build a third party evaluation of its efforts into the long-term plan.

Meeting school mission and goals

Path Academy's mission and goals primarily speak to the educational progress described above. Non-academic goals will be measured through assessments focused on youth development (Thrive) and workforce readiness (Work Readiness Credential; both are described in Section I, question 3F). Data on student progress toward non-academic goals will also be presented to the Board, as they have a responsibility to ensure that the school is meeting <u>all</u> goals and objectives. Overall, it will be the responsibility of the Board to whether the school is meeting its mission and goals. Board members will engage in this type of evaluation at regular meetings, but particularly at the Annual Board Retreat, where they will consider all available data in their discussions around strategic planning for the school. Path Academy will also build a third party evaluation of its efforts into the long-term plan (see Section II, question 2 for details on the Board).

BOARD OF DIRECTORS HAS BEEN SUFFICIENTLY RESPONSIBLE FOR THE OPERATION OF THE SCHOOL AND THE SCHOOL IS FISCALLY SOLVENT

An annual audit of Path Academy will reveal the state of the school's finances each year. In addition, the Board will self-assess in terms of fiscally solvent operations by looking at whether the school has at least 2 months of operating expenses in reserve and a line of credit for one month of operating expenses available. Finally, the Board will ask all committees to annually self-assess, producing a report to present to the full Board on their expected goals/objectives, and which they were able to complete. Path Academy will also build a third party evaluation of its efforts into the long-term plan.

MAKING SUFFICIENT EFFORTS TO ATTRACT, ENROLL, AND RETAIN STUDENTS FROM AMONG THE POPULATIONS DESCRIBED IN PA 12- 116

Path Academy has developed an extensive marketing and recruitment strategy to ensure a diverse student body (detailed in Section III, question 5). In particular, the strategy will ensure that the school is making sufficient efforts to attract, enroll, and retain students with a history of low academic performance, students with a history of behavioral difficulties, students eligible for free/reduced price lunch, students with disabilities, and English Language Learners. The school will assess its success in these efforts through Board oversight and monitoring. In addition, the CMO will assist in periodic audits of the student population to determine how proportionate subgroups are between the school and the host district/sending districts. Path Academy will also build a third party evaluation of its efforts into the long-term plan.

MAKING EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

In addition to recruiting diversity from the populations listed above, Path Academy is committed to providing a diverse learning environment for students in terms of race, ethnicity, and socio-economic status. Our recruitment strategy and hiring policies also support these efforts. Again, the Board will be primarily responsible for evaluating the school's success in these initiatives. The charter management organization will include these diversity measures in the periodic student population audit, and will also include a comparison of staff diversity to student diversity. Path Academy will also build a third party evaluation of its efforts into the long-term plan.

B. Describe how you intend to hold your school accountable to both parents and other stakeholders.

Path Academy is committed to accountability to all stakeholders in the school, from the Board to parents, students to community partners. Therefore, not only will the school present information to the Board for self-assessment/evaluation purposes, but we will present information to all stakeholders, through our website, Annual Report, and periodic open houses (detailed further in Section I, question 5). Parents will also have opportunities to meet with teachers and staff to discuss student progress throughout the year.

Stakeholders will not only understand the results of the school's continuous data analysis, but will also be able to learn the process of how it is collected and analyzed. Path Academy will share this information through open forums/open houses, where school leaders will share survey results and whole school data with parents and all stakeholders (community supporters, funders, etc.). Students may be asked to become involved in these open houses, presenting projects to demonstrate not only student progress but a key piece of the school's instructional method to all stakeholders.

Parents and stakeholders will not only be able to learn about the school, but they will be able to make comments on it, as well. Parents/guardians will be asked to complete surveys twice each year, measuring their experiences with individual teachers, school leaders, and the school system as a whole. Results of these surveys will be used to inform whole school decisions, and will also be used as elements of the teacher and staff evaluation system. Community partners will also be asked to complete surveys that will impact whole school improvement.

7. Timetable

A. Provide a detailed timetable of projected activities and dates leading to the opening of the charter school. The timetable should include, but is not limited to outreach/enrollment, curriculum development, staffing and building acquisition.

Color Code:

Color	Project Activity Category
	Facilities
	School Governance
	Staff
	Students
	Systems & Operations

PROJECT ACTIVITY	*TIMEFRAME*	COMMENTS
Stakeholder Building	*December 2011 – April 2013*	Meetings held with various stakeholders in the Windham region community. Garnered support, partnerships, and application development assistance.
Research, Development & Design of School Model/Application	*January 2012 – April 2013*	Founding members worked with consultants and Windham community/district members to research best practices, design a school model, and develop an application.
Charter Approval	*April – June 2013*	Submit April1. Decision expected June 5.
Facility Acquisition	*April 2013*	Pre-Planning, Acquisition, and Financing.
Facility Acquisition	*July 2013*	Finalize Financing and Acquisition: Begin SDE School Facilities approval process (14 weeks)
School Board Recruitment	*August-September 2013*	Conversations with community members/leaders; attendance at community meetings.
School Board Training	*October 2013*	Board orientation and training by consultants
School Board	*September 2013*	Conduct first Board meeting: finalize MOU with CMO, create committees, expectations, roles/responsibilities, staff recruitment/hiring plan, finalize by-laws
Facilities	*September 2013*	Construction Begins
Staff Recruitment	*November 2013*	School Leader Recruitment/Hiring process begins
Staff Recruitment	*December 2013*	Lead Teacher Recruitment
Student Enrollment/Recruitment	*January 2014*	Student Enrollment Begins: OU student identification meeting is conducted with host district and catchment area; marketing plan and implementation.
Staff Recruitment/Hiring	*January 2014*	Lead teacher hiring begins; Recruitment for all staff positions begins
School Systems and Operations	*February 2014*	Board drafts systems around school operations
Facilities	*February-March 2014*	Furniture, Technology Procurement Plan

Leadership Staff Hiring	*March 2014*	School Leader Hired – engaged in systems finalization and professional development planning
Lead Staff Hiring	*March - April 2014*	Lead Teacher Interviewing/Hiring
Staff Hiring	*April - June 2014*	All Staff interviewing/Hiring
Curriculum/Data Management	*April-June 2014*	Data System Integration Mapping with consultants; Lead Teacher Curriculum Development.
Logistics Meeting	*June 2014*	Logistics meetings are finalized to ensure proper transferring of student data, information, systems, etc. (Special Education Logistics meeting, ELL, Transportation, Student Health).
Student Enrollment/Orientation	*June 2014/July 2014*	Student Enrollment Process is completed; Student Orientation is completed.
Facilities	*July 2014*	Construction is completed.
Staff Training	*July 2014*	4 week staff training: Curriculum, School Culture, Systems and Operations, Mission and Vision, Team Building, Student Data Review, Teacher Work Time.
School Opening	*August 4, 2014*	First Day of Classes

Preferences

If you are claiming a preference for any of the following, complete the sections below:

1. Serving High-need Student Populations

A. If you intend to be a charter school whose primary purpose is the establishment of an education program designed to serve one or more of the following high need student populations: 1) students with a history of low academic performance; 2) students who receive free or reduced-price lunch, pursuant to federal law and regulations; 3) students with a history of behavioral and social difficulties; 4) students identified as requiring special education; 5) students who are English language learners; or 6) students of a single gender. Indicate the high need student population(s) to be served. Refer to sections of the application that support the schools commitment and ability to serving the population(s), including, but not limited to, the mission and vision, education program, student assessment, staffing, professional development, and admission policy and budget. Indicate how the services and educational program of the proposed school will lead to increased student achievement of such students.

Path Academy intends to be a charter school whose primary purpose is the establishment of an education program designed to serve the high need student population of **students with a history of low academic performance**. In particular, Path Academy will specifically target enrollment of over-age, under-credited high school students in the Windham region.

The school's mission, vision, core educational philosophies, and academic program have all been structured with a specific commitment to this population in mind. Key strategies, including blended learning, project-based learning, personalized/differentiated instruction, mastery-based progression, and the integration of holistic student supports through the Pathways to Success approach will support students to mastery of the core academic and non-academic skills that will lead to their success in and beyond high school. Each of our key strategies – detailed in Section I, question 2D – are research-based and have proven to increase student achievement in populations of over-age, under-credited and/or at-risk students in schools across the nation.

Course curricula – as detailed in Section I, question 3 – have been specifically built to address the unique needs of over-age, under-credited youth, including the need to re-engage these students in education. The school's unique instructional methods – detailed in Section I, question 4 – have been chosen specifically to support students to mastery of critical academic and non-academic skills. The school's robust assessment system – described in Section I, question 5 – will track student mastery of academic and non-academic skills, ensuring that all students reach proficiency on all competencies for each course before moving forward. This will ensure that students are prepared to succeed in their next course, their next Band Level, and their postsecondary pursuits. The school's unique discipline system – detailed in Section III, question 6 – will support students on their educational paths. The Path Academy Board of Directors – discussed in Section II, question 2 – will monitor student achievement, ensuring that the school's curricula, instructional methods, and assessment system are leading to increased student achievement.

Path Academy will also provide services to students with additional needs, including students with disabilities/requiring special education (detailed in Section III, question 3), and English Language Learners (detailed in Section IV, question 4). Founding members have worked with district- and state-level specialists for a year to detail proposed service plans. These service plans have been incorporated into Path Academy's unique education program and will allow for even deeper personalization of student learning, ensuring that all students are appropriately supported to mastery of skills and increased achievement. These service plans are based on best practices in the field, and follow all state and federal regulations.

Sections I through IV of this application demonstrate our commitment and ability to educate over-age, under-credited high school students in the Windham region:

1) **Mission & Vision**
    a. See Section I, question 1A for the mission, which explicitly states Path Academy's commitment to over-age, under-credited students.
    b. See Section I, question 1B for the vision, which outlines how over-age, under-credited students will be supported at Path Academy.
2) **Core Educational Philosophies**
    a. See Section I, question 2A – 2D for a detailed discussion of the school's core educational philosophies specifically targeting the needs of over-age, under-credited students, and strategies/research to support them.
3) **Education Program**
    a. See Section I, question 3A – 3J for a discussion of the school's academic goals, non-academic goals, and curricula, all tailored to the needs of over-age, under-credited students.
    b. See Section I, question 4A – 4D for a discussion of how the school's instructional methods have been specifically chosen to support over-age, under-credited students, and will support delivery of the curricula and student achievement of academic and non-academic goals.
4) **Student Assessment**
    a. See Section I, question 5A – 5I for details on the school's robust assessment system, which supports Path Academy's commitment to helping over-age, under-credited students increase achievement.
5) **Staffing**
    a. See Section IV, question 1B for a list of staff members to be employed at the school.
    b. See Section II, question 2I for a comprehensive organizational chart for the school.
    c. See Section IV, question 1A – 1G for details related to staffing (human resources policies, TEAM program, evaluation).
    d. See Appendix M for job descriptions for all positions at the school.
    e. See Appendix W for the school's budget materials/financial plan, which include salary projections for staffing.
6) **Professional Development**
    a. See Section I, question 4D for details on the school's commitment to professional development for all staff.
7) **Admission Policy**
    a. See Section III, question 5A – 5G for a detailed discussion on the school's non-discriminatory admission policy, recruitment strategies, enrollment process, and capacity to recruit students from the specific student populations listed above.
    b. In particular, note Section III, question 5D for a discussion of the school's capacity to attract, enroll, and retain students from the populations described above.
    c. See Appendix EE for Path Academy's request for a lottery enrollment waiver, to allow us to target over-age, under-credited students for enrollment.
8) **Budget**
    a. See Section IV, question 3A – 3D for a brief discussion of the school's financial plan.
    b. See Appendix II for a draft Fiscal Policies & Procedures manual.
    c. See Appendix W for all budget documents which reflect a commitment and ability to execute the proposed education program and services targeting over-age, under-credited youth (pre-opening budget statement, projected 5-year budget statement, budget narrative, schedule of salaries and benefits, schedule of facility expenses, cash flow schedule, schedule of borrowings and repayments).

B. A charter school that exhibits highly credible and specific strategies to attract, enroll and retain students from among the six high-need student populations described above. Refer to sections of the application that support the schools commitment and ability to attract, enroll and retain students from among the high-need student populations, including, but not limited to, the mission and vision, education program, student assessment, staffing, professional development ,and admission policy and budget. Explain specific strategies the school will use to attract, enroll and retain students from among the six high-need student population described.

Path Academy has been structured to specifically target a subset of students from among the six high-need student populations described above – that is, students with a history of low academic performance (over-age, under-credited high school students). All of Path Academy's programs, services, and strategies are aimed at attracting, enrolling and retaining students from this population. Our marketing strategies include:

1. Receive and act on recommendations from sending districts about appropriate pools of students.
2. Engage in community-based marketing, which may include:
    a. Ads in local public outlets
    b. Targeted mailings
    c. Neighborhood canvassing
    d. Posters
    e. Internet
    f. Distribution of information to local groups
    g. Attendance at community meetings
3. Host community forums and open houses to introduce students, parents, and community members to the unique school model.

Path Academy is also committed and able to attract, enroll, and retain students from the additional five high-need student populations described above. Path Academy's marketing and recruitment strategies (summarized above; detailed in Section III, question 5C) have been designed to target a diverse student body. While the first strategy will target recommendations from districts of over-age, under-credited students, in particular, the rest have been designed to engage a wider group of students/families. The academic program has also been designed to maximize student success for students from diverse backgrounds. In particular, Path Academy has the capacity to attract, enroll, and retain students from the populations described in Public Act 12-116, Section 32(c)(A)(i-v):

Students with a history of low academic performance.

- Path Academy will specifically target OU students, who have a history of low academic performance. Recruitment strategies will include targeting OU students who have been recommended by their home districts (other recruitment strategies are detailed in Section III, question 5C). Once enrolled, OU students will be retained through the academic and non-academic supports built into the school, as the academic program has been designed with the needs of OU youth at the forefront of planning.

Students who receive free or reduced priced lunches.

- Path Academy will give preference, and therefore target recruitment efforts, to the small urban district of Windham, which has a 75.5% rate of students eligible for free or reduced price lunches. These students will receive the necessary non-academic (and academic) supports at the school to ensure that their socio-economic background plays no role in their ability to achieve academic success.

Students with a history of behavioral and social difficulties.

- Path Academy will engage in widespread marketing and recruitment (detailed in Section III, question 5C), to ensure that students from diverse backgrounds are given the information and opportunity to apply to the school. Once enrolled, students with a history of behavioral and social difficulties will benefit from the school's culture of positive youth development, and one-to-one relationship with staff trained in youth development techniques. In addition, founding members have already built a relationship with the host district around providing services to students with special needs, and will create similar relationships with all sending districts, to ensure high quality service provision for every student.

Students identified as requiring special education.

- Path Academy will engage in widespread marketing (detailed in Section III, question 5C) to ensure that students from diverse backgrounds are given the opportunity to apply to the school. Once enrolled, students identified as requiring special education will benefit from the school's culture of personalizing learning and differentiated instruction. Further, founding members have already developed plans and lines of communication with the host district of Windham around provision of services for students with IEPs and 504 plans. Similar relationships will be formed with all sending districts to ensure high quality service provision for every student.

Students who are English Language Learners (ELLs).

- We have taken into consideration the host district's large population of English Language Learners in creating recruitment and service plans. Translators will be hired to create marketing materials in Spanish, the district's dominant second language, and will be retained to ensure ongoing communication for enrolled students and their families. Founding members also have collaborated with Windham public school officials to design a strong program for ELLs, including at least one full time TESOL - certified teacher, to ensure that they can reach academic success.

Important to note is that over-age, under-credited students can and most often do belong to another high-need population subset. That is, **many over-age, under-credited students are also students who receive free/reduced price lunches, students with a history of behavioral and social difficulties, students identified as requiring special education, and/or students who are English Language Learners.** This is why Path Academy's education program, service plans, and recruitment/retention plans innately target all of the six high-need student populations described above under the overarching goal to target students with a history of low academic performance. This commitment is reflected throughout Sections I – IV of the application:

1) **Mission & Vision**
   a. See Section I, question 1A for the mission.
   b. See Section I, question 1B for the vision, which paints a picture of how the school will engage and retain students.

2) Core Educational Philosophies

a. See Section I, question 2A – 2D for a detailed discussion of the school's core educational philosophies and strategies/research to support them.

3) Education Program

a. See Section I, question 3A – 3J for a discussion of the school's academic goals, non-academic goals, and curricula, all aimed at continuously engaging students in their education.

b. See Section I, question 4A – 4D for a discussion of how the school's instructional methods, chosen to engage and retain students, will support delivery of the curricula and student achievement of academic and non-academic goals.

4) Student Assessment

a. See Section I, question 5A – 5I for details on the school's robust assessment system, which will ensure that students are mastering critical skills and achieving their own goals, thereby keeping them engaged.

5) Staffing

a. See Section IV, question 1B for a list of staff members to be employed at the school (positions aside from teachers will allow for additional engagement and retention practices).

b. See Section II, question 2I for a comprehensive organizational chart for the school.

c. See Section IV, question 1A – 1G for details related to staffing (human resources policies, TEAM program, and evaluation).

d. Particularly note Section IV, question 1A's description of recruitment/hiring plans for minority staff (and staff reflective of the student body).

e. See Appendix W for the school's budget materials/financial plan, which include salary projections for staffing.

6) Professional Development

a. See Section I, question 4D for details on the school's commitment to professional development for all staff.

7) Admission Policy

a. See Section III, question 5A – 5G for a detailed discussion on the school's non-discriminatory admission policy, recruitment strategies, enrollment process, and capacity to recruit students from the specific student populations listed above.

b. In particular, note Section III, question 5D for a discussion of the school's capacity to attract, enroll, and retain students from the populations described above.

8) Budget

a. See Section IV, question 3A – 3D for a brief discussion of the school's financial plan.

b. See Appendix II for a draft Fiscal Policies & Procedures manual.

d. See Appendix W for all budget documents, which reflect a commitment and ability to execute the proposed education program and services targeting high need student populations (pre-opening budget statement, projected 5-year budget statement, budget narrative, schedule of salaries and benefits, schedule of facility expenses, cash flow schedule, schedule of borrowings and repayments).

2. Turnaround Model

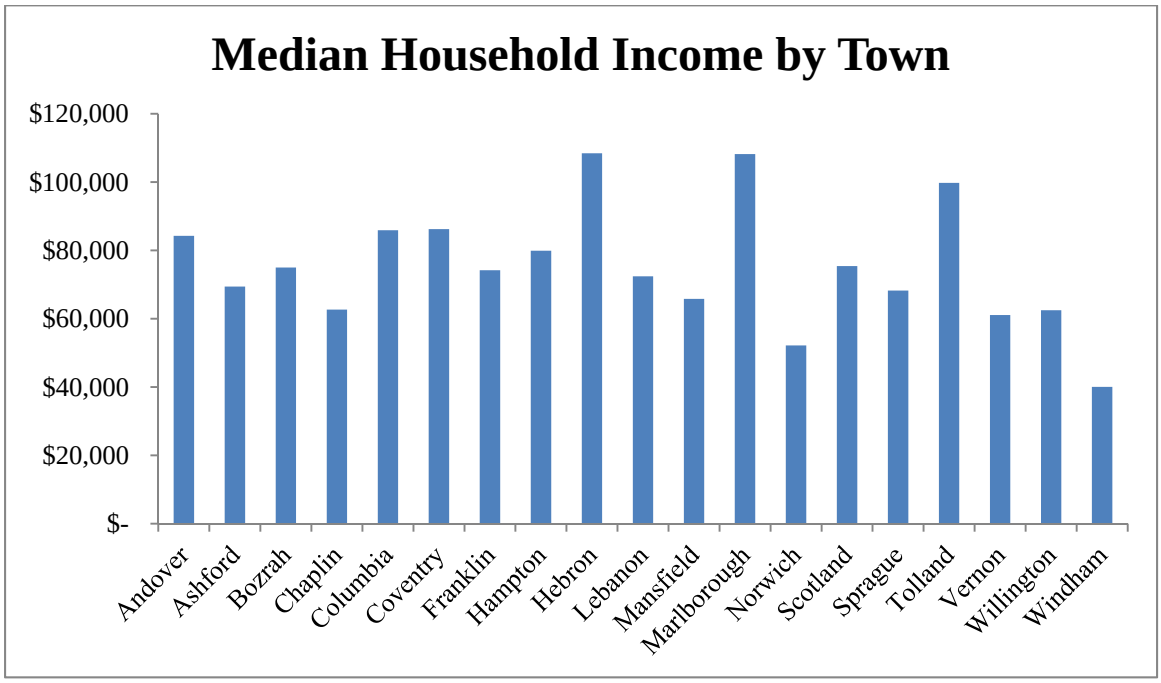
A. Pursuant to Section 10-66bb(c)(b), as amended by Public Act 12-116, if your proposed charter school's primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner of Education, indicate the school and district. Refer to sections of the application that support the charter school's commitment to serving the existing school and district, including, but not limited to, the mission and vision, education program, student assessment, staffing, professional development, and admission policy and budget. Indicate how the services and educational program of the proposed school will lead to increased student achievement of the students enrolled in the existing school.

Path Academy will not claim this preference.

3. Reduction of Racial, Ethnic and Economic Isolation

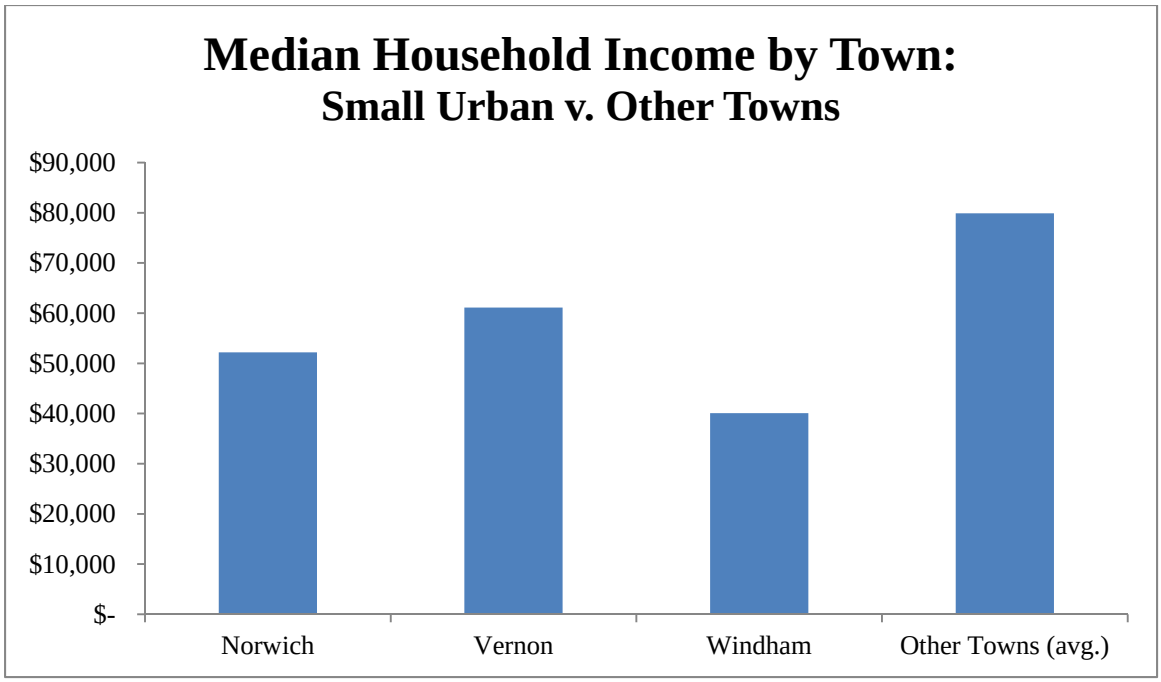
A. If your proposed school will result in the reduction of racial, ethnic and economic isolation, describe the percentage and number of students you plan to enroll from each district. Explain how your projected student body will affect the reduction of racial, ethnic and economic isolation of your students, school and the greater communities that you serve. Explain how the transportation needs of these students will be satisfied. Refer to sections of the application that support the charter school's commitment to the reduction of racial, ethnic and economic isolation of its students and the greater community, including, but not limited to, the mission and vision, education program, student assessment, staffing, professional development, and admission policy and budget.

Path Academy will serve a catchment area of 19 districts in Eastern Connecticut: Andover, Ashford, Bozrah, Chaplin, Columbia, Coventry, Franklin, Hampton, Hebron, Lebanon, Mansfield, Marlborough, Norwich, Scotland, Sprague, Tolland, Vernon, Willington, and Windham. These districts include urban, suburban, and rural areas, with varying levels of diversity, in terms of race, ethnicity, and socio-economic status[1]:

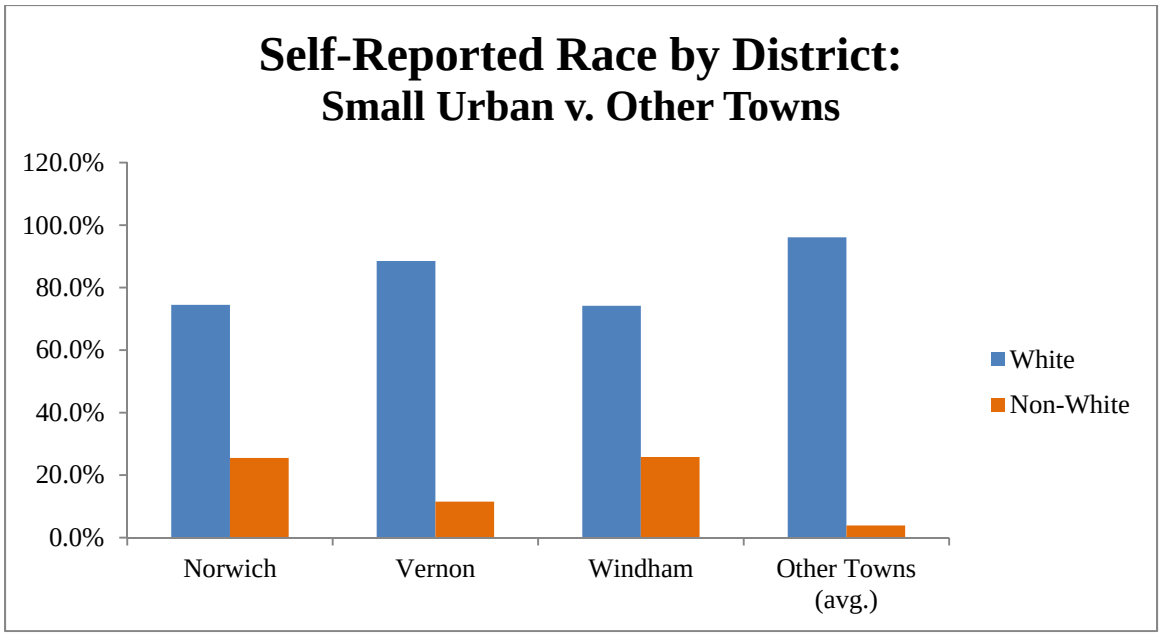


As noted, these towns are a mix of small urban, suburban and rural. In particular, Norwich, Vernon, and Windham are the only districts in the catchment area with small urban centers. The graph below depicts the socio-economic breakdown as measured by the median household income of these districts with small urban centers compared to an average of the other suburban/rural districts.[2]

[1] 2010 United States Census; 2006-2010 American Community Survey 5 Year Estimates; 2000 United States Census.
[2] Ibid.



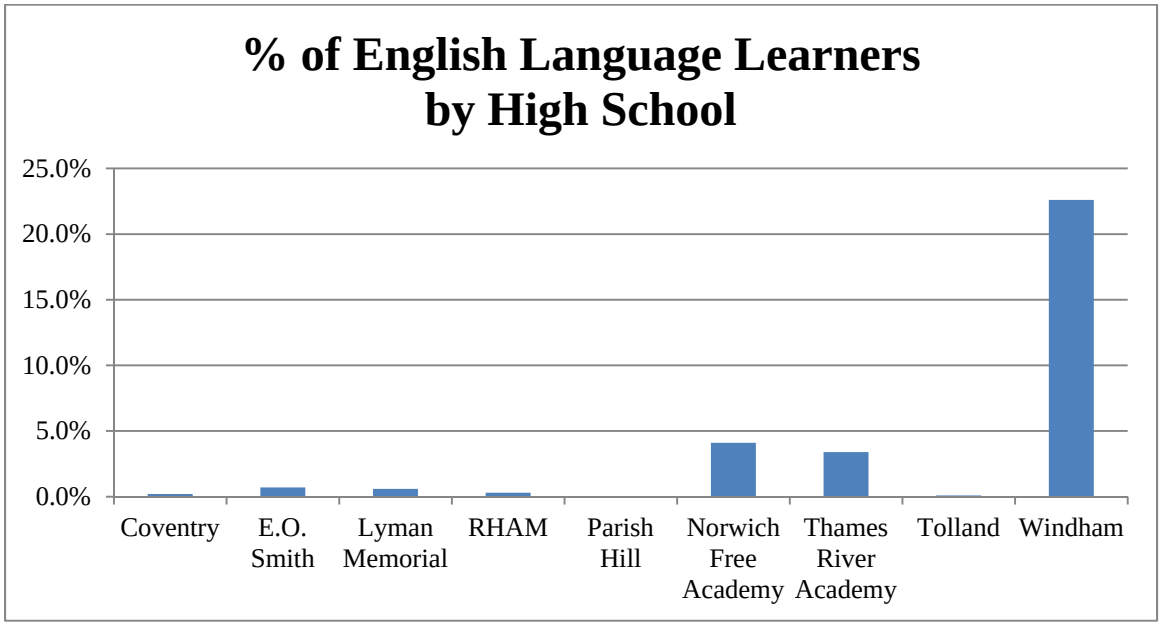
In a similar breakdown, the 16 "other towns" (that is, small suburban/rural districts without an urban center) have similar populations in terms of race. The graph below depicts a comparison of the racial breakdown as measured by self-reporting of white (non-Hispanic) versus non-white (Hispanic/Latino, black, Asian, American Indian, two or more races) with districts with small urban centers compared to an average of other suburban/rural districts[3]:



These districts all send students to one of nine high schools, from which Path Academy will recruit students: Coventry, E.O. Smith, Lyman Memorial, RHAM, Parish Hill, Norwich Free Academy, Thames River Academy, Tolland, and Windham (see Appendix V for a catchment area study that lists the towns that send to these schools).

[3] 2010 United States Census; 2006-2010 American Community Survey 5 Year Estimates; 2000 United States Census.

These schools have varying levels of racial, ethnic, and socio-economic diversity, reflected in the graphs representing their host communities above. They also have varying levels of student need, depicted here through the percentages of the student body who are English Language Learners[4]:



As illustrated, Path Academy's 19 potential sending districts have a wide range of races, ethnicities, and socio-economic statuses. By bringing students from all of these districts together (particularly when comparing the three small urban districts with the 16 other suburban/rural towns), Path Academy will help to reduce racial, ethnic, and economic isolation for the students, the school, and the students' communities. **Windham will be the school's host district, and Path Academy plans to offer a preference for 75% of the seats to Windham.** Therefore, 75% of the students could come from a district with a small urban center – in particular, from the district with the most diversity amongst the 19 catchment area districts, as illustrated above.

As residents of Path Academy's host district, students from Windham will receive transportation from their home district, pursuant to PA 12-116, section 10-66ee. As many of the additional 18 towns send students to Windham's technical school, we will work with each district to determine busing availability. In the event that this is not a possibility, Path Academy will work with EastConn (the area's regional education service center) to provide transportation for these students.

As noted in Section III, question 5F, Path Academy will provide a diverse educational experience to students, reducing racial, ethnic, and economic isolation. This will be achieved, in part, through the school's wide-ranging catchment area, which targets 19 districts in urban, suburban, and rural areas. The school's small capacity will ensure that all 200 students will interact with one another in any given week. In addition, as Path Academy will engage communities as part of the education program, students' home districts/communities will also feel the effect of Path Academy's reduction of racial, ethnic, and economic isolation. Community members will be invited to participate in this through seats on the Board of Directors, bi-annual open houses, and participation in courses as content area mentors, project assessors, intern hosts, and guest lecturers (e.g. for Career Competency Development Training).
Path Academy's application supports the school's commitment and ability to the reduction of racial, ethnic, and economic isolation, as demonstrated throughout Sections I – IV of the application:

1) **Mission & Vision**
   a. See Section I, question 1A for the mission.

[4] CT State Department of Education, CEDaR.

b. See Section I, question 1B for the vision.

2) Core Educational Philosophies

a. See Section I, question 2A – 2D for a detailed discussion of the school's core educational philosophies, including details on the small school environment that will allow all students to interact on a daily basis.

3) Education Program

a. See Section I, question 3A – 3J for a discussion of the school's academic goals, non-academic goals, and curricula, including discussions around the school's multi-cultural curricula, and support of student group work through project-based learning.
b. See Section I, question 4A – 4D for a discussion of how the school's instructional methods will support delivery of the curricula.

4) Student Assessment

a. See Section I, question 5A – 5I for details on the school's robust assessment system.

5) Staffing

a. See Section IV, question 1B for a list of staff members to be employed at the school (positions aside from teachers will allow for additional engagement and retention practices).
b. See Section II, question 2I for a comprehensive organizational chart for the school.
c. See Section IV, question 1A – 1G for details related to staffing (human resources policies, TEAM program, and evaluation).
d. Particularly note Section IV, question 1A's description of recruitment/hiring plans for minority staff aimed at reflecting the student body and reducing racial, ethnic, and economic isolation.
e. See Appendix W for the school's budget materials/financial plan, which include salary projections for staffing.

6) Professional Development

a. See Section I, question 4D for details on the school's commitment to professional development for all staff.

7) Admission Policy

a. See Section III, question 5A – 5G for a detailed discussion on the school's non-discriminatory admission policy, recruitment strategies, enrollment process, and capacity to recruit students from the specific student populations listed above.
b. In particular, note Section III, question 5D for a discussion of the school's capacity to attract, enroll, and retain students from the populations described above.

8) Budget

a. See Section IV, question 3A – 3D for a brief discussion of the school's financial plan, which supports marketing/recruitment and transportation.
b. See Appendix II for a draft Fiscal Policies & Procedures manual.
c. See Appendix W for all budget documents, which reflect a commitment and ability to execute the proposed education program and services

4. Higher Education Institution

A. Verify that the applicant is a higher education institution.

Path Academy will not claim this preference.

5. Priority School District or Districts with at Least 75 Percent Racial or Ethnic Minority Enrollment

A. Explain where the students served by the proposed school will reside. Refer to sections of the application that support the claim.

Path Academy's host district will be Windham, CT. Windham is a Priority School District.[5] Path Academy will give a preference to Windham students for at least 75% of the seats, as detailed in Section III, question 5A, which details the school's admission policies and enrollment process. The remaining 25% of the seats (or more if Windham students do not comprise 75% of the seats) will be open to the full catchment area of districts: Andover, Ashford, Bozrah, Chaplin, Columbia, Coventry, Franklin, Hampton, Hebron, Lebanon, Mansfield, Marlborough, Norwich, Scotland, Sprague, Tolland, Vernon, Willington, and Windham. Norwich, one of the catchment area districts, is a Priority School District.

The entire application for Path Academy is built around serving students from the Windham region. In particular, refer to the following sections for detailed information on the communities to be served and recruitment plans/admissions policies:

1) **Mission & Vision**
   a. See Section I, question 1A for the mission.
   b. See Section I, question 1B for the vision.
2) **Community Support**
   a. Section II, question 1C for some of the founding members' key partners in Windham
   b. See Section II, question 3A for a list of meetings held, partnerships created, and letters of support submitted from community members/organizations.
3) **Education Program**
   a. See Section I, question 3A – 3J for a discussion of the school's academic goals, non-academic goals, and curricula, including discussions around the school's multi-cultural curricula, and support of student group work through project-based learning.
   b. See Section I, question 4A – 4D for a discussion of how the school's instructional methods will support delivery of the curricula.
4) **School Demographics**
   a. See Section III, question 1A for a detailed discussion of the communities that Path Academy will serve.
   b. Section Section III, question 4 for a discussion of services for English Language Learners, specifically built to address the needs of the Windham region's English Language Learners.
5) **Admission Policy**
   a. See Section III, question 5A – 5G for a detailed discussion on the school's non-discriminatory admission policy, recruitment strategies, enrollment process, and capacity to recruit students from the specific student populations listed above.
   b. In particular, note Section III, question 5C for details on the school's admissions policies (preferences for Windham, etc.).
6) **Building Options**
   a. See Section IV, question 2A – D for details on the building that founding members have been pursuing in Willimantic, CT.

[5] CT State Department of Education. *Priority School Program.*

6. Location at a Work Site

A. Describe the work site where the school will be located.

Path Academy will not claim this preference.

7. Serving an Underserved Geographic Location, Age/Grade Level or Mission Not Addressed by Existing Charter Schools

A. Describe how the charter school will serve underserved populations.

Path Academy will serve over-age, under-credited students, as evidenced in our mission to **re-engage over-age, under-credited students[6] in education, supporting them through mastery of the critical skills necessary for success in college, career, and community.** Over-age, under-credited (OU) students are not currently targeted by existing charter schools in Connecticut.

Overall, OU students are underserved in the state. The phrase, "over-age, under-credited" is a description in education that is often hidden in the shadow of better known terms to describe troubled youth like, "at-risk." The term over-age, under-credited however, makes an important distinction that describes a population of youth at the heart of our nation's dropout crisis. These students do not have the appropriate number of credits for their age and intended grade. For example, an over-age, under-credited (OU) youth may be enrolled in 11th grade for the second time, or be 17 years old and still registered as a high school sophomore. Often, these students have spent years struggling to succeed within a traditional high school setting, as they fall behind in credits and make few academic gains. Not surprisingly, these young people comprise a significant portion of the students who drop out of high school each year.[7] In addition, high school dropouts themselves are, by definition, over-age and under-credited, having failed to earn the correct number of credits for their age and intended grade.[8]

While some students become OU due to life events that interrupt their studies, many experience a less drastic process, falling behind slowly and consistently as they progress through school. These students display signs of their struggle long before they drop out. Most future dropouts engage in conduct strongly associated with leaving school, such as absenteeism, poor behavior, or class failures, far in advance of dropping out. These signs are part of a slow process of disengagement from school, which often begins as early as school enrollment and culminates with students leaving high school.[9] Once students fall behind or drop out, the measures in place to help them get back on track are often inadequate. Frequently, they are pushed out to adult or alternative education programs. However, these programs most often lack the resources and expertise necessary to assist these high-need students. Even, if students do manage to overcome the obstacles to high school graduation, many find themselves unprepared to face the academic rigor of college coursework. In this way, the education system fails struggling students at every level, from missing key high-risk warning signs, to using alternative and adult education programs as a dumping ground, and providing inadequate preparation for post-secondary education.

Path Academy's mission demonstrates our commitment to serving over-age, under-credited students in the Windham region. These students have fallen behind in education, whether due to academic or personal difficulties. They have a wide variety of needs, having met different roadblocks to their success. Therefore, they need an educational environment that can not only re-engage them in education, but offer them differentiated and personalized supports. Path Academy's entire model has been based on the unique needs of OU students. The school's core educational philosophies, instructional methods/strategies, and all elements of the academic program have been tailored to meet these needs. Path Academy's commitment to serving this underserved population of students can be found in Sections I – IV of the application:

1) **Mission & Vision**
   a. See Section I, question 1A for the mission, which explicitly states Path Academy's commitment to over-age, under-credited students.

---

[6] Over-age, under-credited students are those who have fallen behind in credit accumulation and have therefore fallen behind their original graduating cohort by failing to be promoted from grade to grade. Many of these students eventually drop out of high school; those dropouts who return to high school are typically behind in credit accumulation.
[7] Belfield, C.R.,Levin, H.M., Rosen, R. 2012. The Economic Value of Opportunity Youth.
"Helping Over-Age, Under-Credited Youth Succeed: Making the Case for Innovative Education Strategies." Our Piece of the Pie. 2012.
[9] Alliance for Excellent Education. 2008. Using Early-Warning Data to Improve Graduation Rates: Closing Cracks in the Education System.

b. See Section I, question 1B for the vision, which outlines how over-age, under-credited students will be supported at Path Academy.

2) Core Educational Philosophies

a. See Section I, question 2A – 2D for a detailed discussion of the school's core educational philosophies specifically targeting the needs of over-age, under-credited students, and strategies/research to support them.

3) Education Program

a. See Section I, question 3A – 3J for a discussion of the school's academic goals, non-academic goals, and curricula, all tailored to the needs of over-age, under-credited students.
b. See Section I, question 4A – 4D for a discussion of how the school's instructional methods have been specifically chosen to support over-age, under-credited students, and will support delivery of the curricula and student achievement of academic and non-academic goals.

4) Student Assessment

a. See Section I, question 5A – 5I for details on the school's robust assessment system, which supports Path Academy's commitment to helping over-age, under-credited students increase achievement.

5) Staffing

a. See Section IV, question 1B for a list of staff members to be employed at the school.
b. See Section II, question 2I for a comprehensive organizational chart for the school.
c. See Section IV, question 1A – 1G for details related to staffing (human resources policies, TEAM program, and evaluation).
d. See Appendix M for job descriptions for all positions at the school.
e. See Appendix W for the school's budget materials/financial plan, which include salary projections for staffing.

6) Professional Development

a. See Section I, question 4D for details on the school's commitment to professional development for all staff.

7) Admission Policy

a. See Section III, question 5A – 5G for a detailed discussion on the school's non-discriminatory admission policy, recruitment strategies, enrollment process, and capacity to recruit students from the specific student populations listed above.
b. In particular, note Section III, question 5D for a discussion of the school's capacity to attract, enroll, and retain students from the populations described above.
c. See Appendix EE for Path Academy's request for a lottery enrollment waiver, to allow us to target over-age, under-credited students for enrollment.

8) Budget

a. See Section IV, question 3A – 3D for a brief discussion of the school's financial plan.
b. See Appendix II for a draft Fiscal Policies & Procedures manual.
c. See Appendix W for all budget documents which reflect a commitment and ability to execute the proposed education program and services targeting over-age, under-credited youth (pre-opening budget statement, projected 5-year budget statement, budget narrative, schedule of salaries and benefits, schedule of facility expenses, cash flow schedule, schedule of borrowings and repayments).

V. Documentation

Pursuant to state statute and explicit instructions in the Connecticut State Department of Education's Request for Proposals for state and local charter schools, Path Academy will submit the following documentation if approved, prior to the granting of the charter/opening of the school:

Safety, Liability and Insurance

- Insurance coverage plans, including health, automobile (for pupil transportation), general liability, property, and officer and employee liability.
- Written documentation of:
  - signed copy of facility lease; approved inspection by a local building inspector;
  - approved inspection by the local fire department;
  - approved health inspection certificate; and compliance with all other federal and state health and safety laws and regulations.

Governance and Other Documentation

- Copies of incorporation documents (see Appendix AA for draft certificate of incorporation);
- Complete list of governing council member names, addresses, titles and committee appointments;
- Complete curriculum approved by the CSDE in all required areas of study, pursuant to Section 10-16b of the C.G.S., for each grade served during the term of the charter (see Section I, question 3 for a description of the school's curricula/development process; see Section I, question 3G for unit examples);
- Complete bylaws of governing council (see Appendix Z for draft by-laws);
- School employment policies (see Section IV, question 1 for outline of school human resources policies);
- A signed management contract with a CMO, including the services and responsibilities provided, and fee structure for the services (see Appendix BB for a draft MOU);
- Copies of the certification endorsements for all classroom teachers, principals and professional support staff.
- Affirmative Action Packet.

Appendix Index

A. Teacher Resources for Project-Based Learning
B. Academic Calendars (2014-15; 2015-16)
C. Sample Student Schedule
D. Sample Teacher Schedule
E. List of Community Partnerships & Meetings
F. Course Catalog (Scope & Sequence; Course Outlines)
G. Academic Learning Objectives
H. Performance Framework (data measures tracked at the aggregate level to monitor student progress)
I. Non-Academic Learning Objectives
J. Thrive Curriculum Materials
K. Work Readiness Credential Sample Test Questions
L. Consultant Resumes
M. Job Descriptions
N. Facility Materials (Floor Plans; Renderings; Proposed Project Schedule; Preliminary Statement of Probable Construction Cost)
O. Resumes – Our Piece of the Pie, Office of Research & Organizational Performance
P. PowerSchool Screenshots
Q. Kickboard Screenshots
R. Efforts to Outcomes™ Screenshots
S. Example of a Student Data Dashboard (collective information reporting from all three major data capturing systems in use at the school)
T. Founding Members Resumes
U. Segmentation Analysis – Windham, CT
V. Catchment Area Study – Windham Region
W. Budget Documents (Pre-opening Budget; Projected Five-Year Budget; Projected Cash Flow for Year One; Schedule of Borrowings and Repayments; Budget Narrative)
X. Draft Board Member Agreement
Y. Sample Board Metric "Dashboard"
Z. Draft Board By-Laws
AA. Draft Certificate of Incorporation
BB. Draft Memorandum of Understanding between Path Academy and Charter Management Organization Our Piece of the Pie®, Inc.
CC. Our Piece of the Pie®, Inc. Materials
DD. Letters of Support
EE. Completed Waiver Request Form (for enrollment lottery)
FF. Sample Interview Materials – Youth Development Specialist
GG. CT State Department of Education – Comparison between SEED Evaluation Model and State Evaluation Requirements
HH. Example Pathways Staff Evaluation Tool – Youth Development Specialist
II. Draft Fiscal Policies & Procedures Handbook
JJ. Resumes – Our Piece of the Pie, Finance Office

APPENDIX A

Teacher Resources for Project-Based Learning

The Path Academy model facilitates our core philosophy of active student learning through the instructional model of project-based learning. Students will practice and master skills through application to real-world questions and issues. Projects will involve the community, with students presenting projects to community members, or engaging them as project mentors. Projects will also target not only academic standards and goals, but critical non-academic 21st Century learning objectives, as well. Teachers will use the research-based resources available through the Buck Institute for Education as models for project design, monitoring, and rubrics. Appended materials include:

Project Overview
Project Design Rubric
Presentation Rubric
Project Presentation Audience Feedback
Collaboration Rubric
Project Teaching and Learning Guide
Rubric for Creating Rubrics

PROJECT OVERVIEW

page 1

Name of Project:			**Duration:**
Subject/Course:		**Teacher(s):**	**Grade Level:**
Other subject areas to be included, if any:			

Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	
Driving Question	
Content Standards to be taught and assessed:	

21st Century Skills to be taught and assessed:	Collaboration	☐	Other:	☐
	Communication (Oral Presentation)	☐		☐
	Critical Thinking/Problem Solving	☐		☐

Major Products & Performances	**Group:**		**Presentation Audience:** ☐ Class ☐ School ☐ Community ☐ Experts ☐ Web ☐ Other:_____
	Individual:		

For more **FreeBIEs** visit **bie.org**

©2011 BUCK INSTITUTE FOR EDUCATION

PROJECT OVERVIEW

Entry Event to launch inquiry, engage students:					
Assessments	**Formative Assessments (During Project)**	Quizzes/Tests	☐	Practice Presentations	☐
		Journal/Learning Log	☐	Notes	☐
		Preliminary Plans/Outlines/Prototypes	☐	Checklists	☐
		Rough Drafts	☐	Concept Maps	☐
		Online Tests/Exams	☐	Other:	☐
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____	☐	Other Product(s) or Performance(s), with rubric:_____	☐
		Oral Presentation, with rubric	☐	Peer Evaluation	☐
		Multiple Choice/Short Answer Test	☐	Self-Evaluation	☐
		Essay Test	☐	Other:	☐

Resources Needed	**On-site people, facilities:**	
	Equipment:	
	Materials:	
	Community resources:	

Reflection Methods	**(Individual, Group, and/or Whole Class)**	Journal/Learning Log	☐	Focus Group	☐
		Whole-Class Discussion	☐	Fishbowl Discussion	☐
		Survey	☐	Other:	☐

For more **FreeBIEs** visit **bie.org**

©2011 BUCK INSTITUTE FOR EDUCATION

PROJECT DESIGN RUBRIC

Essential Element of PBL	Lacks Essential Features of Effective PBL *The project has one or more of the following problems in each area:*	Needs Further Development *The project has essential PBL features but has some of the following weaknesses:*	Incorporates Best PBL Practices *The project has the following strengths:*
Significant Content	▶ The project is not aligned with standards and what students learn is not important in terms of concepts from academic subject areas.	▶ The project is aligned with standards and concepts from academic subject areas, but it may focus on too few, too many, or less important ones.	▶ The project is focused on teaching students important knowledge and skills derived from standards and key concepts at the heart of academic subject areas.
21st Century Skills	▶ The development of 21st century skills is not included. ▶ It is assumed that some 21st century skills will be gained by students, but the project does not explicitly scaffold the development of these skills. ▶ Students do all project tasks as individuals. ▶ Students are not asked to think critically or solve problems. **Note:** For Communication see ***Public Audience***.	▶ Too few or relatively unimportant 21st century skills are targeted, OR too many to be adequately taught & assessed. ▶ The project scaffolds the development of 21st century skills to some extent, but there may not be adequate opportunities to build skills or rigorously assess them. ▶ Students work in teams, but it may be more cooperative than collaborative (the work of individuals is pieced together). ▶ Students are asked to analyze & solve problems and think critically, but not in depth or in a sustained way.	▶ A limited number of important 21st century skills are targeted to be taught & assessed. ▶ There are adequate opportunities to build 21st century skills and they are rigorously Assessed (with a rubric and feedback). ▶ Students work in collaborative teams that employ the skills of all group members when completing project tasks. ▶ Students may collaborate with people beyond the classroom. ▶ Students are asked to analyze & solve problems and think critically, in an in-depth and sustained way.
In-Depth Inquiry	▶ The "project" is more like an activity or applied learning task, rather than an extended inquiry. ▶ The "project" is unfocused, more like a unit with several tasks than one project.	▶ Inquiry is superficial (information-gathering is the main task). ▶ Inquiry focuses on only one too-narrow topic, OR it tries to include too many issues, side topics, or tasks.	▶ Inquiry is academically rigorous: students pose questions, gather & interpret data, ask further questions, and develop & evaluate solutions or build evidence for answers.
Driving Question	▶ There is no DQ. ▶ The DQ is seriously flawed; for example: - It has a single or simple answer. - It is not engaging to students (it sounds too "academic," like it came from a textbook or appeals only to a teacher).	▶ The DQ relates to the project but does not capture its main focus; it may be more like a theme. ▶ The DQ meets some criteria for an effective DQ, but lacks others (it may lead students toward one particular answer, or it may be hard to answer thoroughly with the resources & time available and/or by students in this class).	▶ The DQ captures the project 's main focus. ▶ The DQ is open-ended; it will allow students to develop more than one reasonable, complex answer. ▶ The DQ is understandable & inspiring to students. ▶ To answer the DQ, students will need to gain the intended knowledge, skills, & understanding.

For more **FreeBIEs** visit **bie.org** ©2011 BUCK INSTITUTE FOR EDUCATION

Need to Know	▶ The project does not motivate students to learn new content knowledge or gain skills. ▶ No entry event is planned. Day one of the project will feel like any other day (or worse, because it seems like more work than usual).	▶ The project motivates students to learn new content knowledge or gain skills because they see the need for them in order to complete project products and not be embarrassed to present their work. ▶ The entry event will gain student attention but it will not begin the inquiry process by creating a "need to know" or generate questions about the topic of the project.	▶ The project motivates students to learn new content knowledge or gain skills because they genuinely find the project's topic, Driving Question, and tasks to be relevant and meaningful. ▶ The entry event will powerfully engage students, both emotionally & intellectually (make them feel invested in the project & provoke inquiry)
Voice & Choice	▶ Students are not given opportunities, if appropriate, to express "voice & choice" (to make decisions affecting the content or conduct of the project). ▶ Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.	▶ Students are given limited opportunities to express "voice & choice," generally with less important matters (deciding how to divide tasks within a team or which website to use for research). ▶ Students are expected to work independently from the teacher to some extent, although they have the skills and desire to do even more on their own.	▶ Students have opportunities to express "voice & choice" on important matters (the topics to study, questions asked, texts & resources used, products created, use of time, and organization of tasks). ▶ Students have opportunities to take significant responsibility and work independently from the teacher.
Revision & Reflection	▶ Students do not give and receive feedback about their work-in-progress. ▶ Students are not taught how to give constructive critique of each other's work-in-progress (it is brief, superficial, vague). ▶ Students do not use feedback about the quality of their work to revise and improve it. ▶ Students and the teacher do not engage in reflection about what students learn and about the project's design and management.	▶ Students are provided with opportunities to give and receive feedback about the quality of their work-in-progress, but they may be unstructured or only occur once. ▶ Students are given brief, general guidelines for critiquing each other's work-in-progress. ▶ Students look at and/or listen to feedback about the quality of their work, but do not substantially revise and improve it. ▶ After the project's culmination, the students and the teacher briefly reflect on what students learned and on the project's design and management.	▶ Students are provided with regular, structured opportunities to give and receive feedback about the quality of their work-in-progress. ▶ Students are taught how to constructively critique each other's work-in-progress. ▶ Students use feedback about the quality of their work to revise and improve it. ▶ At key checkpoints and after the project's culmination, students and the teacher engage in thoughtful, comprehensive reflection about what students learn and the project's design and management.
Public Audience	▶ Students do not present or exhibit their work to an audience.	▶ The audience for student presentations is limited to classmates & the teacher. ▶ Students present culminating products, but their explanation of how & why they did things is limited to a short, superficial question/answer session.	▶ Students present or exhibit their work to an audience that includes other people from both within and outside the school, which may include online audiences. ▶ Students present culminating products and defend them in detail & in depth (by explaining their reasoning behind choices they made, their inquiry process, etc).

For more **FreeBIEs** visit **bie.org** ©2011 BUCK INSTITUTE FOR EDUCATION

PRESENTATION RUBRIC

(for secondary and upper elementary grades)

	Below Standard	Approaching Standard	At Standard	Above Standard
Eye Contact & Physical Presence	▶ does not look at audience; reads notes or slides ▶ holds things in hands nervously or keeps hands in pockets ▶ posture does not show confidence; (fidgets, slouches) ▶ clothes are not appropriate for the occasion	▶ makes some eye contact, or scans the room quickly, but reads notes or slides most of the time ▶ uses a few gestures but they do not look natural, or keeps hands too still to look natural ▶ posture shows some confidence, with only a little fidgeting or nervous movement ▶ some attempt to wear appropriate clothing for the occasion	▶ keeps eye contact with audience most of the time; only reads notes or slides sometimes ▶ uses hands naturally, making some gestures ▶ confident posture ▶ clothes are appropriate for the occasion	*In addition to **At Standard** criteria:* ✚ keeps eye contact all the time, slowly scanning all of the audience; does not read notes or slides ✚ uses gestures smoothly, naturally to emphasize or illustrate points ✚ moves with purpose
Speaking	▶ mumbles or goes too fast or slow ▶ speaks too softly to be heard ▶ frequently uses "filler" words ("uh, um, so, and, like") ▶ pronounces several words incorrectly ▶ speaks in a style that is not appropriate for the occasion	▶ speaks clearly some of the time; sometimes too fast or slow ▶ speaks loudly enough for some of the audience to hear, but may speak in a monotone ▶ occasionally uses filler words ▶ pronounces a few words incorrectly ▶ speaks in a style that is appropriate for the occasion, most of the time	▶ speaks clearly; not too fast or slow ▶ speaks loudly enough for everyone to hear; changes tone to maintain interest ▶ rarely uses filler words ▶ pronounces words correctly ▶ speaks in a style that is appropriate for the occasion	*In addition to **At Standard** criteria:* ✚ adds variety to speaking style (lower or higher volume, change of pace, use of character voices) ✚ uses pauses for dramatic effect or to let ideas sink in
Organization	▶ does not meet requirements for what should be included in the presentation ▶ selects too much or too little information or the wrong kind of information ▶ gets ideas mixed up ▶ time is not used well; the whole presentation, or several parts of it, are too short or too long ▶ does not have an introduction and/or conclusion	▶ meets most requirements for what should be included in the presentation ▶ sometimes selects too much or too little information, or the wrong kind, about some topics ▶ some ideas are connected, but not all ▶ some parts feel too short or too long; too much or too little time is spent on one topic, slide, or idea ▶ has an introduction and conclusion, but they are not clear or interesting	▶ meets all requirements for what should be included in the presentation ▶ selects the right amount and kind of information to present ▶ states main idea & moves from one idea to the next clearly, in an order that makes sense ▶ time is well spent; no part feels too short or too long ▶ has a clear and interesting introduction and conclusion	*In addition to **At Standard** criteria:* ✚ has a memorable introduction and conclusion ✚ connects introduction and conclusion (returns to a story, theme, or metaphor) ✚ effectively uses humor, stories, or metaphors
Audio/Visual Aids	▶ does not use aids (pictures, drawings, objects, posters, maps, recordings, slides, other electronic media, etc.)	▶ uses aids but they do not add much to, and may distract from, the presentation ▶ aids are hard to read or hear, or are messy (writing or graphics are not neat or sound is not clear) ▶ aids are not ready to use and are not smoothly brought into the presentation	▶ aids add to the presentation ▶ aids are easy to see and/or hear, and are neat ▶ aids are ready to use and included smoothly into the presentation	*In addition to **At Standard** criteria:* ✚ aids are especially creative and/or powerful ✚ shows skill in creating aids and/or using technology ✚ smoothly handles problems with aids and technological glitches, if they occur
Response to Audience Questions	▶ does not address the audience's questions; says little or goes off the topic	▶ may answer some of the audience's questions, but not clearly and/or completely ▶ may try to answer a challenging question by faking it	▶ answers audience's questions clearly and completely ▶ when asked a question he or she does not know the answer to, says "I don't know" or explains how the answer could be found	*In addition to **At Standard** criteria:* ✚ answers questions in a way that adds details, examples, or new points to the presentation ✚ smoothly handles questions that are unclear, off the topic, distracting, or challenging

For more **FreeBIEs** visit **bie.org**

©2011 BUCK INSTITUTE FOR EDUCATION

PROJECT PRESENTATION AUDIENCE FEEDBACK

Student Team:			
Project Name:		**Date:**	

Thank you for attending our project presentations and taking the time to write thoughtful answers to the following questions:

1. What did you learn from this presentation, or what did it make you think about?

2. What did you like about this presentation?

3. Do you have any questions about the topic or about how the project was done?

4. Any other comments about this presentation?

©2011 BUCK INSTITUTE FOR EDUCATION

COLLABORATION RUBRIC

(for secondary and upper elementary grades)

	Below Standard	Approaching Standard	At Standard	Above Standard
Responsibility for Oneself	▶ is not prepared and ready to work with the team ▶ does not do project tasks ▶ does not complete tasks on time ▶ does not use feedback from others to improve his/her work	▶ is sometimes prepared and ready to work with the team ▶ does some project tasks, but needs to be reminded ▶ competes some tasks on time ▶ sometimes uses feedback from others	▶ is prepared and ready to work with the team; is available for meetings and uses the team's communication system ▶ does what he or she is supposed to do without having to be reminded ▶ completes tasks on time ▶ uses feedback from others to improve his or her work	*In addition to* ***At Standard*** *criteria:* ✚ does more than what he or she has to do ✚ asks for additional feedback to improve his or her work, beyond what everyone has been given
Helping the Team	▶ does not help the team solve problems; may cause problems ▶ does not share ideas with other team members ▶ does not give useful feedback to others ▶ does not offer to help others	▶ cooperates with the team but does not actively help it ▶ makes some effort to share ideas with the team ▶ sometimes gives useful feedback to others ▶ sometimes offers to help others	▶ helps the team solve problems, manage conflicts, and stay focused and organized ▶ shares ideas that help the team improve its work ▶ gives useful feedback (specific and supportive) to others so they can improve their work ▶ offers to help others do their work if they need it	*In addition to* ***At Standard*** *criteria:* ✚ steps in to help the team when another member is absent ✚ encourages others to share ideas, helps to make them clear, and connects them to the team's work ✚ notices if a team member does not understand something and takes action to help
Respect for Others	▶ does not pay attention to what teammates are talking about ▶ does not show respect for teammates (may interrupt, ignore ideas, hurt feelings)	▶ usually listens to teammates, but not always ▶ is polite and kind to teammates most of the time, but not always	▶ listens carefully to teammates ▶ is polite and kind to teammates	*In addition to* ***At Standard*** *criteria:* ✚ encourages the team to be respectful to each other ✚ recognizes everyone's strengths and encourages the team to use them

For more **FreeBIEs** visit **bie.org**

©2011 BUCK INSTITUTE FOR EDUCATION

PROJECT TEACHING AND LEARNING GUIDE

Project:

Major Product(s) and Presentation students need to complete	**Knowledge and Skills Needed by Students** to successfully complete major products and presentations	**Scaffolding / Materials / Lessons to be Provided** by the project teacher, other teachers, experts, mentors, community members
		➔
		➔
		➔
		➔
		➔
		➔
		➔

For more **FreeBIEs** visit **bie.org**

©2011 BUCK INSTITUTE FOR EDUCATION

Rubric for Rubrics

	Criteria	1 Below Standard	2 Approaches Standard	3 Meets Standard
DESIGN	**Selection & Clarity of Criteria (rows)**	Criteria being assessed are unclear, have significant overlap, or are not derived from appropriate standards for product/task and subject area	Criteria being assessed can be identified, but not all are clearly differentiated or derived from appropriate standards for product/task and subject area	All criteria are clear, distinct, and derived from appropriate standards for product/task and subject area
	Distinction between Levels (columns)	Little or no distinction can be made between levels of achievement	Some distinction between levels is clear, but may be too narrow or too big of a jump	Each level is distinct and progresses in a clear and logical order
	Quality of Writing	Writing is not understandable to all users of rubric, including students; it uses vague and unclear language which makes it difficult for different users to agree on a score	Writing is mostly understandable to all users of rubric, including students; some language may cause confusion among different users	Writing is understandable to all users of rubric, including students; it uses clear, specific language that helps different users reliably agree on a score
USE	**Involvement of Students in Rubric Development ***	Students are not involved in development of rubric	Students discuss the wording and design of the rubric and offer feedback/input	Teachers and students jointly construct rubric, using exemplars of the product or task
	Use of Rubric to Communicate Expectations & Guide Students	Rubric is not shared with students	Rubric is shared with students when the product/task is completed, and used only for evaluation of student work	Rubric serves as a primary reference point from the beginning of work on the product/task, for discussion and guidance as well as evaluation of student work

**Considered optional by some educators and a critical component by others.*
Rubric adapted from Dr. Bonnie B. Mullinix, Monmouth University, NJ

© 2012 Buck Institute for Education

APPENDIX B

Academic Calendars

Path Academy will operate on an extended year calendar. Students will attend school from the first week of August through the third week of June, with intermittent vacations. In addition, students will attend one Enrichment Week in June and another in July, to support their learning and combat the "summer drift" phenomenon. The appended academic calendars are for Year One of operation (a slightly different calendar), and Year Two/ongoing. They also reflect professional development days, assessment days, and Data Days.

Path Academy
2014-2015 Academic Calendar

JULY						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- Holiday (15) & Vacation (10 - goes to 25 after year one due to calendar starting in July instead of August)
- Administer Assessments
- Data Day (6 - no school for students)
- Path Building Days (24)
- Enrichment Days (10)
- Regular Professional Development Hours (students leave at 2pm)
- Professional Development Day (6 - halfday for students)
- Pre-Year Professional Development (5 - no students)

Trimester I: August 4 - November 7 (65 instruction days)
Trimester II: November 10 - March 6 (65 instruction days)
Trimester III: March 9 - June 19 (66 instruction days)

Instructional Days: 201 (goes to 206 after year one due to calendar starting in July instead of August
Teacher Work Days: 230 (goes to 220 after year one due to 10 days fewer pre-year professional development)

Path Academy
2015-2016 Academic Calendar
(template for ongoing)

JULY						
Su	Mo	Tu	We	Th	Fr	Sa
	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

MARCH						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- Holiday (15) & Vacation (25)
- Administer Assessments
- Data Day (6 - no school for students)
- Path Building Days (24)
- Enrichment Days (10)
- Regular Professional Development Hours (students leave at 2pm)
- Professional Development Day (6 - halfday for students)
- Pre-Year Professional Development (5 - no students)

Trimester I: August 3 - November 6 (65 instruction days)
Trimester II: November 9 - March 4 (65 instruction days)
Trimester III: March 7 - June 17 (66 instruction days)

Instructional Days: 206
Teacher Work Days: 220

APPENDIX C

Sample Student Schedule

Path Academy will operate on an extended day schedule, running from 8am to 4pm daily, with the exception of Wednesdays (students leave at 2pm, teachers stay for professional development). A student's week will generally consist of several major activities:

Class Time (for each course)
Learning Lab (independent work)
Intervention/Acceleration (I/A – small group work with teachers)
Pathways Activities
Pathways Advisory Group (Wednesdays)
Enrichment Activities

ASSUMPTIONS:
100 students
20 students in a class
40 students in Band I (by number)
60 students in Band II (by letter)
40 ELL students (20 in Band I; 20 in Band II)

Monday, Tuesday, Thursday, Friday

	Band I - Group 1	Band I - Group 2	Band II - Group A	Band II - Group B	Band II - Group C
8:00	Reader's Workshop	Algebra Lab	World Language	Creating Safe Space (Restorative Justice)	Science & Self (Biology) w/ESL
8:15					
8:30					
8:45					
9:00	Algebra Lab	Technology for the 21st Century	Creating Safe Space (Restorative Justice)	Enrichment	Re-imagining Ourselves w/ESL
9:15					
9:30					
9:45					
10:00	Pathways & I/A	ESL	I/A	Science & Self (Biology)	Enrichment
10:15					
10:30	Technology for the 21st Century		Real World Math		
10:45					
11:00		Enrichment		World Language	I/A
11:15					
11:30	Lunch		Pathways & I/A		Lunch
11:45		Lunch		Pathways & I/A	
12:00	Mind, Body, & Soul				Real World Math
12:15		Reader's Workshop w/ESL		Lunch	
12:30			Lunch		
12:45					
1:00	Defining Freedom (Civics)		Science & Self (Biology)	I/A	World Language
1:15		Pathways & I/A			
1:30				Pathways & I/A	
1:45					
2:00	I/A	Defining Freedom (Civics)	Enrichment	Re-imagining Ourselves	Pathways & I/A
2:15					
2:30					
2:45					
3:00	Enrichment	Mind, Body, & Soul	Re-imagining Ourselves	Real World Math	Creating Safe Space (Restorative Justice)
3:15					
3:30					
3:45					

Wednesday: Student Examples

	Justin (Band I)	Sarah (Band I - ELL)	Jose (Band II)	Tina (Band II)	Miguel (Band II - ELL)
8:00 8:15 8:30	Town Hall Meeting	Town Hall Meeting	Town Hall Meeting	Town Hall Meeting	Town Hall Meeting
8:45 9:00 9:15	Reader's Workshop I/A	ESL	Pathways Advisory Group	Creating Safe Space I/A	Creating Safe Space I/A
9:30 9:45 10:00 10:15	Pathways Advisory Group	Learning Lab	Learning Lab	Enrichment	Pathways Advisory Group
10:30 10:45 11:00	Learning Lab	Defining Freedom I/A	Real World Math I/A Pathways Individual	Real World Math I/A	ESL Tutoring ~ I/A
11:15 11:30 11:45	Mind, Body, & Soul I/A	Pathways Advisory Group	Learning Lab	Pathways Advisory Group	Enrichment
12:00 12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 12:45 1:00	Pathways Individual Meeting	Enrichment	Science & Self I/A	Learning Lab Pathways Individual	Science & Self I/A w/ESL
1:15 1:30 1:45	Enrichment	Algebra Lab I/A w/ESL	Re-imagining Ourselves I/A	Re-imagining Ourselves I/A	Learning Lab

APPENDIX D

Sample Teacher Schedule

Path Academy will operate on an extended day schedule, running from 8am to 4pm daily, with the exception of Wednesdays (students leave at 2pm, teachers stay for professional development). Teachers will generally teach for five periods, with 2.5 periods of prep time (with the exception of Wednesdays, which consist of significantly more prep time). This schedule is an example of what a teacher's schedule could look like – final schedules will be determined after an initial assessment period to place students in appropriate courses.

ASSUMPTIONS:

100 students
20 students in a class
40 students in Band I (by number)
60 students in Band II (by letter)
40 ELL students (20 in Band I; 20 in Band II)

Monday, Tuesday, Thursday, Friday

	ELA Teacher	Math Teacher	Social Studies Teacher	Science Teacher	ESL Teacher
8:00	Reader's Workshop - 1	Algebra Lab - 2	Creating Safe Space - B	Science & Self - C	Science & Self - C
8:15					
8:30					
8:45					
9:00	Re-imagining Ourselves - C	Algebra Lab - 1	Creating Safe Space - A	Prep	Re-imagining Ourselves - C
9:15					
9:30					
9:45					
10:00	Prep	Prep	Prep	Science & Self - B	Band I ESL
10:15					
10:30		Real World Math - A			
10:45				Prep	
11:00					Prep
11:15					
11:30		Lunch		Lunch	
11:45	Lunch		Lunch		Lunch
12:00					
12:15	Reader's Workshop - 2	Real World Math - C	Prep	Mind, Body, & Soul - 1	Reader's Workshop - 2
12:30					
12:45					
1:00		Prep	Defining Freedom - 1	Science & Self - A	Prep
1:15	Prep				
1:30					
1:45					
2:00	Re-imagining Ourselves - B		Defining Freedom - 2	Prep	
2:15					
2:30					
2:45					
3:00	Re-imagining Ourselves - A	Real World Math - B	Creating Safe Space - C	Mind, Body, & Soul - 2	
3:15					
3:30					
3:45					

Wednesday

	ELA Teacher	Math Teacher	Social Studies Teacher	Science Teacher	ESL Teacher
8:00	Town Hall Meeting	Town Hall Meeting	Town Hall Meeting	Town Hall Meeting	Town Hall Meeting
8:15					
8:30					
8:45	Band I I/A	Prep	Band II I/A	Prep	Band I ESL
9:00					
9:15					
9:30	Department Meeting	Department Meeting	Department Meeting	Department Meeting	Department Meeting
9:45					
10:00					
10:15					
10:30	Prep	Band II I/A	Band I I/A	Prep	Band II ESL Tutoring
10:45					
11:00					
11:15		Prep	Prep	Band I I/A	Prep
11:30					
11:45					
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:15					
12:30	Prep	Prep	Prep	Band II I/A	Band II Science ESL
12:45					
1:00					
1:15	Band II I/A	Band I I/A		Prep	Band I Math ESL
1:30					
1:45					
2:00	Professional Development	Professional Development	Professional Development	Professional Development	Professional Development
2:15					
2:30					
2:15					
2:45					
3:00					
3:15					
3:30					
3:45					

Prep to teaching ratio:	2.5:5	M, T, Th, F (60 min. blocks)
	3:2	W (45 min. blocks - also on for town hall meeting and Department Meeting)
# Teaching hrs per week:	20	(plus I/A time)
# Prep hrs per week:	12.25	plus Department Meeting; 6 datadays per year
# PD hrs per week:	2	plus 6 PD halfdays per year
Max. class size:	20	

APPENDIX E

List of Community Partnerships & Meetings

Path Academy's founding members have been building relationships and partnerships in the Windham region since December 2011. Windham district leaders have helped to build programs and service areas for the application, and community members have offered preliminary partnership agreements for student engagement.

Path Academy
Local Community/Partnerships and Meetings

Organization	Contact Name	Title	Area of Support
Generations Family Health Centers	Melissa Bonsall	Chief Operating Officer	Health
Windham Youth Services	Patricia Calvo	Director	Community Engagement, Youth Services
	Karen Ravenelle	Prevention Coordinator	
Windham Chamber of Commerce	Roger Adams	President	Workforce Development, Resource Identification
	Diane Nadeau	Vice President	
ECSU Center for Community Engagement	Kim Silcox	Director	Post-Secondary Activities
	Luis Rodriguez	Asst. Director	
Department of Children & Families	Jonathan Jacaruso	Region 3 Program Director	Identification of Students, Resource Identification
UConn Division of Student Affairs	Miguel Colon	Program Coordinator	Post-Secondary Activities
Willimantic Center Quinebaug Valley Community College	Robert Sheftel	Director	Post-Secondary Activities
Windham Area Interfaith Ministry	Victoria Nimirowski	Executive Director	Community Engagement
Windham Public Schools (Early Childcare Center)	Aliki Caraganis	Director	Student Child Care Options
Windham Public Schools (Family & Community Partnerships)	Bill Stover	Director	Community, Student & Parental Engagement; Extracurricular activities
Eastern Workforce Investment Board (EWIB)	Virginia Sampietro	Director of Strategic Development	Workforce Development, Resource Identification
	Carol LaBelle	Director of Operations	
Spanish American Merchants Association	George Hernandez	Windham Regional Business Specialist	Workforce Development
Joshua's Tract Conservation and Historic Trust			Enrichment Activities
The Mill Museum			
Willimantic Public Library	Julia Gavin	Adult Services Librarian	
Covenant Soup Kitchen	Paul Doyle		
ArtSpace			
The Windham Theater Guild			

Organization	Contact Name	Title	Comments
Community Member	Barbara McGrath		
CT General Assembly	Rep. Susan Johnson		
CT General Assembly	Sen. Don Williams	President Pro Tempore	
WILI	Roger Adams	President, Chamber of Commerce	Interviewed founding member on weekly Chamber of Commerce update show
United Way Windham Region Advisory Board	Jose Aponte	Chair	
Windham School Governance Council			
Parent Engagement Advisory Committee			
Family Liaisons	Bill Stover	Director of Family & Community Partnerships (WPS)	
Windham Public Schools Leadership	Dr. Steven Adamowski	Special Master, Windham Public Schools/CT Dept. of Ed	Meetings since December 2011
	Ana V. Ortiz	Superintendent	
	Kathleen England	Deputy Superintendent	
Windham Public Schools Central Office	Beth-Ann Brunet	Director of ESOL, Bilingual Education, and World Languages	program design for English Language Learners; PD agreements
	LeeAnn Packer	Director of Pupil Services	program design for students requiring special education; PD agreements
	Jeff Forman	Outgoing Director of Pupil Services	program design for students requiring special education; health services
	Jeff Nelson	Director of Finance & Operations	transportation planning
	Samantha Hinebaugh	Program Director, Food Services	food services planning
Windham School Board	Dr. Murphy Sewall	Chair	
Windham Federation of Teachers	Randall Prose & others	President & Teachers	Meetings since January 2013

APPENDIX F

Course Catalog

Founding members developed the Path Academy curriculum with our students at the center of our minds, guiding each decision from even before they walk through the door to after they graduate. This Course Catalog maps out our curriculum outline in detail, providing a Scope & Sequence for a student's entire career at the school, as well as course outlines for every course that will be offered at the school. This outlines include specific course titles and descriptions across all five bands, with aligned Common Core skills, CT state standards, learning objectives, content covered, and both internal and external assessments.

Path Academy Charter School
Scope & Sequence: Course Overview
Draft - March 2013

Band I -Building a Foundation			
Course Title	**Requirement Fulfilled**	**# Credits**	**Course Goal**
Reader's Workshop: Foundations of Language Arts	n/a	0	Comfort reading and analyizing fiction and non-fiction at a middle school level.
Algebra Lab: Mastering the Building Blocks for Success in Algebra	n/a	0	Facility with fractions, decimals, percentages, exponents, and ratios.
Defining Freedom: Constitutional Questions of our Time	Civics; Social Studies Elective	1	Analyze the evolving and complex nature of what freedom means within a series of national and local historical debates. Examine freedom in regards to the following topics: education, immigration, race, marriage equality, and gun control.
Technology for 21st Century Learning	Open Elective	1	Gain facility wih microsoft office tools, presentation software, image editing software, video production tools, and web 2.0 tools.
How to Talk like a Champion: Public Speaking in the Digital Age	Open Elective	0.5	Gain expertise in rhetorical strategies, presentation software, speech organization, research tools, effective speech patterns, peer feedback protocols, discussions.
Mind, Body, and Soul: Healthy Living for the Adolescent	Comprehensive Health Education	0.5	Understand the variety of factors that impact one's physcial and mental health needs and prepare to make positive health deciscions in their future.
Total Credits		***3***	

Band II - Self Exploration			
Course Title	**Requirement Fulfilled**	**# Credits**	**Course Goal**
Real World Math: Connections between Algebra and Geometry	Algebra I	1	Understand relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence, proof, and constructions, and connecting algebra and geometry through coordinates.
Remembering, Reflecting, and Re-imagining Ourselves	ELA I	1	Genre-specific academic language, effective reading and writing strategies, background knowledge, vocabulary, and historical contexts of literature, digital writing tools.
Building Scientific Literacy: How Biology Impacts our Lives	Biology	1	Gain a depth of understanding of scientific methodologies, cellular biology, genetics, biotechnology, evolution, ecology, and physiology.
World Language I	Humanities Elective	1	Gain an introductory facility with a second language. Explore the cultural context of the language, with an emphasis on the study of community.

Creating Safe Space: Restorative Justice for a Modern Community	Health Elective	1	Learn the history and core tenets of the restorative justice movement, conflict resolution, positive decision-making, restorative practices, meditation.
		5	

Band III - Community Exploration

Course Title	Requirement Fulfilled	# Credits	Course Goal
Geometric Foundations: Intro to Urban Planning	Geometry	1	Extending the number system, quadratic functions and modeling, expressions and equations, applications of probability, similarity, right triangle trigonometry, and proof , and circles with and without coordinates.
Building Community and Learning Perspective: The Author Study	ELA II	1	Analyzing and writing about fiction and non-fiction texts related to community participation, inclusion and exclusion. Gaining competence in speaking skills.
Action and Reaction: Chemistry in our Community	Chemistry	1	Study the periodic table, chemical bonding, and thermodynamics within authentic contexts, applyingy learning to real-world examples
Inequality and Change: The Evolution of American Identity	American History	1	Study Reconstruction to the Present, learn about history through the lens of 3 critical movements: civil rights, feminism and immigation.
World Language II	Open Elective	1	Gain a facility with a second language. Explore the cultural context of the language, with an emphasis on the study of the international influence and context of the language.
Art in Public Spaces: Storytelling through Visual Media	Fine Arts Elective	1	Examine the different roles art plays in the personal and public sphere, specifically how the personal and the public communicate with one another, in an historical and contemporary context.
Total Credits		***6***	

Band IV - World Exploration

Course Title	Requirement Fulfilled	# Credits	Course Goal
Global Statistics: Mathematical Inquiry in Context	Algebra II	1	Expand the repertoire of functions to include polynomial, rational, and radical functions. Continue the study of right triangle trigonometry to include general triangles. Create models and solve contextual problems.
Across Oceans and Genres: International Explorations with Literature	Literature and Composition	1	Undertake effective analysis of texts from different genres, nations, and time-periods. Adopt academic writing strategies, rhetorical strategies, different stages of the writing and research process, competent grammar, punctuation and word choice.
Science and Technology: Creative Solutions for a Sustainable Planet	Earth Science	1	Understand the scientific Method, atoms, polymers, energy and matter, earth and chemical cycles, environmental impact, electricity, global impact of energy use.

Modern World History: The Relationships between and among Government and Citizens	World Studies	1	Cold War and Post Cold War Transitions, the Americas and China, the nature of conflict in the Middle East and Africa.
World Language III	Career Elective	1	Speak a second language with some fluency. Explore the cultural context of the language within the disciplines of history, literature and the humanities.
Economics in a Global Economy	Open Elective	0.5	Study global economic challenges, international trade, macroeconomics, microeconomics.
Total Credits		***5.5***	

Band V - Interdisciplinary Exploration

Course Title	**Requirement Fulfilled**	**# Credits**	**Course Goal**
Functioning in the Real World: Foundations of Calculus	Math Elective	1	Master algebraic functions, trigonometry, exponential and logarithmic functions, complex numbers, analysis of graphs, and matrices
College-ready Writing: The Moves that Matter in Academic Papers	ELA Elective	1	Undertake effective analysis of texts from different genres, cultures and time periods. Adopt academic writing strategies, rhetorical strategies, different stages of the writing and research process, advanced craft, grammar and word choice.
Intoduction to STEM: Interdisciplinary Explorations of STEM careers	STEM Elective	1	Learn about current STEM topics, professions, and authentic learning experiences. Gain an understanding of possible STEM workforce options to them after high school.
The Buck Starts Here: Financial Literacy for Teens	Career Elective	0.5	Learn about money management, investment, borrowing use, earning power, saving, financial services, bankruptcy protection
Exploring Options: Career Planning and Development	Career Elective	0.5	Undertake an Internship, with an accompanying study of the organization, and study of strongworkplace skills.
Socially Responsible Entrepreneurship	Open Elective	0.5	Understand the United Nation's Milleneum Goals, branding, marketing strategy, business planning, technology integration
Capstone	Capstone	1	Undertake a comprehensive, deep, study of an interdisciplinary topic of social significance.
Total Credits		***5.5***	

GRAND TOTAL CREDITS **25**

MATH: Band I	Algebra Lab: Mastering the Building Blocks for Success in Algebra
Standards	Common Core Math
Priority Learning Objectives	4-Numbers and Operations-Fractions
	4-5-Operations and Algebraic Thinking
	5-Number and Operations in Base Ten
	5-Measurement and Data
	6-Expressions and Equations
	6-The number system
	6-Ratios and Proportional Relationships
	6-Statistics and Probability
Content	positive/negative numbers, order of operations, exponents, fractions, decimals, percents, ratios, proportions, distributive property
Internal Assessments	data analysis, quizzes, exam
Description	The purpose of the Algebra Lab course is to provide students with a hands-on course that addresses the content gaps that typically hinder over-age, under-credited youth as they work to learn Algebra. The course is an intense dive into the mathematical concepts that are essential building blocks for high school math classes. The course is designed so that students are able to "pass out" of any lesson or unit where they can prove mastery. So, students that understand percents but struggle with fractions, will receive credit for the percents unit, and will focus their attention on mastering fractions. For students who need additional practice, the course will provide students with access to many online math resources and practice sites.

MATH: Band II	Real World Math: Connections between Algebra and Geometry
Standards	**Common Core Integrated Mathematics Curriculum (Practice Standards)** *The common core authors created an alternative pathway for implementing the standards called Integrated Mathematics. The program's design integrates Algebra, Geometry, and other mathematical subjects that have traditionally been taught separately. The purpose of the curriculum is to expose students to how real professionals use math in their careers. This program structure aligns with the school's overall vision and philosophy for implementing authentic, problem-based learning. The standards listed below are the common core overarching Mathematical Practice Standards that apply across all four years of the curriculum. The complete list of standards can be found in the Common Core State Standards in Mathematics document under Appendix A.
Priority Learning Objectives	Make sense of real-world mathematical problems and persevere in solving them.
	Construct viable arguments and critique the reasoning of others.
	Reason abstractly and quantitatively.
	Model with mathematics.
	Use appropriate tools strategically.
	Attend to precision.
	Look for and make use of structure.
	Look for and express regularity in repeated reasoning.
Content	relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence, proof, and constructions, and connecting algebra and geometry through coordinates
Internal Assessments	Locating the center of a town, designing and building catapults, data analysis, business plan, quizzes, tests, and reflections
Description	The the ultimate goal of the *Real World Math* course is to apply algebraic thinking to solve meaningful, relevant, authentic problems. *Real World Math* will expand and deepen core mathematical concepts by integrating Algebra and Geometry *Real World Math* will present students with a series of mathematical challenges, such as how to predict whether income bracket earnings by gender will ever be equal or how to use algebra to match the tempo of an electronic drum track to the tempo of an instrumental sample. Other projects will be more hands-on, such as building catapults to demonstrate understanding of quadratic equations. As a final project, students will work in collaborative teams to tackle one mathematical challenge. In addition, students will use Edgenuity's Algebra I and Geometry courses to support classroom work by strengthening particular areas where they need more focus and practice.

MATH - Band III	**Geometric Foundations: Intro to Urban Planning**
Standards	**Common Core Integrated Mathematics Curriculum (Practice Standards)**
Priority Learning Objectives	Make sense of real-world mathematical problems and persevere in solving them
	Construct viable arguments and critique the reasoning of others.
	Reason abstractly and quantitatively.
	Model with mathematics.
	Use appropriate tools strategically.
	Attend to precision.
	Look for and make use of structure.
	Look for and express regularity in repeated reasoning.
Content	Extending the number system, quadratic functions and modeling, expressions and equations, applications of probability, similarity, right triangle trigonometry, and proof, and circles with and without coordinates
Internal Assessments	Project proposals, oral presentations to architects, project cost estimates, scale models, and the culminating performance: site plan for state-of-the-art high school in year 2050, including floor plan, cost estimate, scale model of at least one room, oral presentations, project proposals
Description	On a math test, a student might plug a few numbers into a formula and come up with the area of a triangle, but how does this concept apply to real-world mathematical problems? *Geometric Foundations* will engage students in the kind of complex decision-making processes that architects and urban planners face in their careers. Adapted from the Common Core Integrated Mathematics II course, students will focus on six core content areas that will enrich their understanding of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships. The course builds on students' previous learning by integrating Algebra and Geometry and applying their learning in new contexts. Throughout the year, students will participate in smaller projects that prepare for a final project that connects to Band III's year-long theme, community exploration. In collaborative teams, students will build a site plan for a local state-of-the-art high school. The site plan will require in-depth understanding of all the concepts and skills learned during the course. Throughout the year, students will complete smaller projects that include the different types of performances required for the site plan: scale models, proposals, and floor plans. In addition, students will use Edgenuity's Algebra and Geometry courses to support classroom work, and give them an opportunity to learn at their own pace, using personalized instructional plans tailored to their own specific strengths and weaknesses.

MATH--Band IV	**Global Statistics: Mathematical Inquiry in Context**
Standards	**Common Core Integrated Mathematics Curriculum (Practice Standards)**
Priority Learning Objectives	Make sense of real-world mathematical problems and persevere in solving them
	Construct viable arguments and critique the reasoning of others.
	Reason abstractly and quantitatively.
	Model with mathematics.
	Use appropriate tools strategically.
	Attend to precision.
	Look for and make use of structure.
	Look for and express regularity in repeated reasoning.
Content	Data analysis, polynomial, rational, and radical relationships, trigonometry of general triangles and trigonometric functions, and mathematical modeling.
Internal Assessments	Data analysis, research paper, article annotations, reflections, interview questions, oral quizzes and tests
Description	Students will apply and synthesize the accumulation of learning from their previous math courses in *Global Statistic* s. Students will expand their repertoire of functions to include polynomial, rational, and radical functions. They wil continue their study of right triangle trigonometry to include general triangles. And, finally, students will bring together all of their experience with functions and geometry to create models and solve contextual problems. In connection with Band IV's theme of world exploration, students will conduct cycles of inquiry where they will use statistics to help answer a relevant question about a global issue. In light of recent debates about gun control, the class will conduct a cycle of inquiry that addresses the question: *Is gun violence worse in the United States than the rest of the world?* Students will read articles that address the question; then, brainstorm ways to retrieve data. Students will investigate critical questions related to the data: Do they want to answer this by type of crime? Type of city? Time of year? If the numbers are different, how do we test if the difference is statistically significant? Where can we go for more data? Who could we talk to in this field to be sure we are interpreting the data properly? Students will learn how to apply methods from probability and statistics to draw inferences and conclusions from data, using Edgenuity's Statistics course to support learning. By the end of the course, they will conduct a cycle of inquiry on a global issue of their choice.

MATH-Band V	**"Functioning" in the Real World: Foundations of Calculus**
Standards	**Common Core Integrated Mathematics Curriculum (Practice Standards)**
Priority Learning Objectives	Build a function that models a relationship between two quantities.
	Analyze functions using different representations.
	Prove and apply trigonometric identities.
	Construct and compare linear and exponential models and solve problems.
	Eight Common Core Mathematical Practice Standards (see previous math course standards)
Content	algebraic functions, trigonometry, exponential and logarithmic functions, complex numbers, analysis of graphs, and matrices
Internal Assessments	"Problems of the Week," open-ended investigations in which they must write and illustrate their strategies and solutions to complex problems, oral presentations, journals, reflections, quizzes and exams
Description	*A student with a new strain of flu arrives at college. How long before every susceptible person is infected? An exponential function called the logistic growth model shows how quickly an epidemic spreads* . This is the kind of authentic problem-solving work that students will undertake in Level V's math course: *Functioning in the Real World* . After practice in diving into real-world projects, students will advance their mathematical skills by learning the foundations of calculus. Students will analyze and represent concepts numerically, algebraically, graphically, and verbally. Students will develop an understanding of major topics in algebra and trigonometry through a process that emphasizes communication, reasoning, and building connections between important concepts. Students will increase their mathematical literacy by becoming familiar with software programs that give them first-hand experiences with professional applications of precalculus. This work will be supported in part by Edgenuity's Pre-Calculus course. The culminating project will come from the *Interactive Mathematics Program,* a new curriculum that provides rigorous mathematical problems for student teams to solve in collaboration. The project launches with an overhead display, generated by a program on a graphing calculator. The two-dimensional display depicts the rotation of a cube in three-dimensional space. Students' central task in the unit is to learn how to write such a program and ultimately, design their own program.

ELA - Band I	**Reader's Workshop: Foundations in Language Arts**
Standards	**Common Core Standards for English Language Arts (7-10)**
Priority Learning Objectives	RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
	RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content* , choosing flexibly from a range of strategies.
	RL 9-10. Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
	RL.9-10. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Identify interactions between story elements.
Content	phonology, word attack strategies, literacy strategies, reading fluency, reading comprehension
Internal Assessments	analytical papers, online book Reviews, blogs, discussion forums and literacy circles,
Description	The primary purpose of the course will be to provide students with instruction and practice in basic reading skills: phonological awareness, decoding, and encoding, as well as practice reading and understanding text at their independent reading level. This course will attempt to fill in the gaps of struggling readers' literacy knowledge, and will provide them the practice they need to become more competent and confident readers. The course has four components that students will engage in every day: 1. independent reading; 2. independent/self-paced work on a computer-based tech program such as Edgenuity; 3. daily instruction on phonological and word attack strategies; and 4. daily discussion, analysis, writing, and reflection on reading.

ELA - Band II	**Remembering, Reflecting, and Re-imagining Ourselves**
Standards	**Common Core Standards for English Language Arts (9 & 10)**
Priority Learning Objectives	Reading Standards for Literature and Informational Text (1-14)
	Writing Standards (1-10)
	Speaking and Listening Standards (1-6)
	Language Standards (1-6)
Content	genre-specific academic language, effective reading and writing strategies, background knowledge, vocabulary, and historical contexts of literature, digital writing tools
Internal Assessments	analytical papers, student exhibitions, online book Reviews, blogs and glogs, discussion forums, theater production notebook project, digital memoir project
Description	Band II students will launch their Language Arts journey by reading, writing, and discussing the different aspects of their complex identites as young adults. Throughout the year, students will engage in a series of self-discovery projects that encourage them to remember, reflect, and then re-imagine themselves. Student projects will reflect an understanding of how their past has shaped their present, while also identifying ways they hope to move their lives forward. They will read and become familiar with multiple genres that explore themes of identity and transformation, including novels, memoirs, poetry, nonfiction and dramatic performance. The course design is a genre study, which includes extensive reading in one genre at a time, using particular mentor texts to support their writing in each genre. For example, students will read a diverse array of memoirs such as The Color of Water by James McBride, Woman Hollering Creek by Sandra Cisneros, and The Absolutely True Diary of a Part-Time Indian by Sherman Alexie. The culminating project will be a digital memoir, where students will write spontaneous monologues, narratives about saying good-bye, or about a significant influence. Students will quickly immerse themselves in digital writing technology, and use software programs (such as InDesign) that enhance the design and production of their work. In addition, students will work on two Edgenuity courses -- Language Arts 9 and IDEA Writing -- which will give them personalized instructional pathways, based on their strengths and weaknesses. In addition, due to the nature of the school's target population, teachers will incorporate specific, research-based vocabulary and literacy support activities for struggling readers and writers into direct instruction time.

ELA-Band III	**Coming of Age: How Authors Write about Identity and Community**
Standards	**Common Core Standards for English Language Arts (9 & 10)**
Priority Learning Objectives	Reading Standards for Literature and Informational Text (1-14)
	Writing Standards (1-10)
	Speaking and Listening Standards (1-6)
	Language Standards (1-6)
Content	Genre-specific vocabulary and structure (e.g. poetry, as compared to plays), background and historical information in connection with the whole class texts and authors, writer's strategies and techniques, digital writing tools
Internal Assessments	reader's and writer's notebook entries, literary analyses, poetry, responses to literature, socratic seminar, presentations, podcast
Description	Band III's focus, in connection with the theme of community exploration, broadens and deepens students understanding of how identity evolves over time, and specifically focuses on the coming of age years. Students will read a series of coming of age stories across multiple genres from a variety of diverse authors and poets. Some of them include Sandra Cisneros's The House on Mango Street, Junot Diaz's Drown , and Toni Morrison' The Bluest Eye. These texts explore how young people's identities evolve based on a complex relationship between one's identity and their community. *Coming of Age* is a course that continues to enrich students' fundamental literacy skills while giving them rigorous texts in which to build their analytical reading and writing skills . In culmination, students will read a series of texts by one of the authors from the course, analyze the author's structural techniques, and then construct a podcast where they present or perform what they've learned about the author's key messages and writing style. In addition, students will work on two Edgenuity courses -- Language Arts 10 and IDEA Writing -- which will assist students in honing basic reading and writing skills. Due to the nature of the school's target population, teachers will incorporate specific, research-based vocabulary and literacy support activities for struggling readers and writers into direct instruction time.

ELA-Band IV	**Across Oceans and Genres: International Explorations with Literature**
Standards	**Common Core Standards for English Language Arts (11 & 12)**
Priority Learning Objectives	Reading Standards for Literature and Informational Text (1-16)
	Writing Standards (1-10)
	Speaking and Listening Standards (1-6)
	Language Standards (1-6)
Content	Students will compare literary works across nations, genres, and time periods.
Internal Assessments	literary analyses, poetry, responses to literature, socratic seminar, presentations, final interdisciplinary project (history and ELA)
Description	Traditionally, upper-level high school English courses provide students with a broad brush stroke variety of European literature, most of which was written before the 20th century. In *Across Oceans and Genres* , students will engage in a dialogue about how the literary canon evolved and challenge assumptions about which types of literature are more important than others. Similar to a comparative literature course in a college setting, students will read a series of diverse texts across genres including Things Fall Apart by Chinua Achebe, The God of Small Things by Arundhati Roy, and The Kite Runner by Khaled Hosseini. Students will also read a series of nonfiction texts that connect these literary works with contemporary international issues. Literature offers a unique window into historical and contemporary perspectives. This course will give attention to voices that have not always been heard in the evolving canon. Student work will be supported by the Edgenuity Language Arts 12 course. In a longer-term project, students will research one work's historical context, clarify the author's perspective, and discuss the implications of the work in today's context.

ELA - Band V	**College-Ready Writing: The Moves that Matter in Academic Papers**
Standards	**Common Core Standards for English Language Arts (11 & 12)**
Priority Learning Objectives	Reading Standards for Literature and Informational Text (1-16)
	Writing Standards (1-10)
	Speaking and Listening Standards (1-6)
	Language Standards (1-6)
Content	academic writing strategies, rhetorical strategies, different stages of the writing and research process, advanced grammar and word choice
Internal Assessments	College essay, proposal, journal article, analytical essay, expository essay, research paper, powerpoint presentation, reflections on other writing products, OPP student writing manual
Description	Learning an effective "writer's move" is like learning a strategic move on the basketball court that you can use in any game the rest of your life. Students in Band V's ELA Composition will have been exposed to many writing strategies in a variety of contexts; however, in this course students will closely analyze how academic writers introduce, deliver, complicate, and evaluate arguments across many disciplines. Students might have previously been daunted by a the prospect of college writing, but in this course, students will gain the inspiration, the confidence, and the academic writer moves that make college writing successful. Launching the course, students will read excerpts from a whole-class text called They Say, I Say: The Moves that Matter in Academic Writing by Gerald Graf and Cathy Birkenstein, where they will identify academic writing strategies that they can use in their own writing products, both off- and online. Students will be supported in mastering composition through Edgenuity's AP Language and Composition course. In addition to writing short nonfiction pieces and practicing savvy writer's moves, a core element of this course is reflecting on writing in other courses. Students will develop a routine of bringing in writing products from other classes and analyzing the effectiveness of their writing with peers. One of the projects for this course will be developing a writer's manual for future students.

SCIENCE-Band II	**Science and Self: How Biology Impacts our Lives**
Standards	**Common Core Standards in Literacy and Technical Subjects; CT State Frameworks Science Standards**
Priority Learning Objectives: Common Core	Reading Standards (1-10)
	Writing Standards (1-9)
Priority Learning Objectives: CT Science Standards	1. Identify questions that can be answered through scientific investigation. 2. Read, interpret and examine the credibility and validity of scientific claims in different sources of information. 9. Articulate conclusions and explanations based on research data, and assess results based on the design of the investigation. 10. Communicate about science in different formats, using relevant science vocabulary, supporting evidence and clear logic.
Content	scientific methodologies, cellular biology, genetics, biotechnology, evolution, ecology, and physiology
Internal Assessments	online lab simulations, lab reports, vocabulary quizzes, mini-research projects, population study, presentations, annotated bibliography, web quests, longer-term project, examining their own moral/ethical stance around a specific topic in the field of biology
Description	*Science and Self* launches students into the most exciting fundamentals of life science in the context of biotechnology. The goal is to set the stage for thinking like a scientist as students make the same ethically profound decisions that real scientists make in the world today. The course will prepare students for lab-intensive, hands-on scientific inquiry by giving them appropriate academic vocabulary and background knowledge about each course topic. This course ill expose students to cutting-edge technologies, current and controversial issues, people, practices, and future ideals, using Edgenuity's Biology course to support student learning. The techniques and knowledge students gain help prepare them for careers in such fields as medicine, microbiology, molecular biology, forensics, public health, and more. In connection with Band II's theme of self exploration, the culminating project for this course is a position paper, where students will examine and present their own ethical stance around a specific topic in the field of Biology.

SCIENCE-Band III	**Action and Reaction: Green Chemistry in our Community**
Standards	**Common Core Standards in Literacy and Technical Subjects; CT State Frameworks Science Standards**
Priority Learning Objectives: Common Core	Reading 7. Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words. Chemistry
	Reading 9. Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts. Chemistry
	Reading 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently
	Writing 7. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Priority Learning Objectives: CT Science Standards	2. Read, interpret and examine the credibility and validity of scientific claims in different sources of information.
Content	Atomic structure, periodic table, and chemical bonding, conservation of matter, gases, solids, liquids and solutions, kinetics and thermodynamics, electrochemistry
Internal Assessments	online simulations, article annotations, lab reports, reflections, powerpoint presentations
Description	In connection with Band III's theme of community exploration, students will research some of the ways Chemistry plays a role in their surrounding ennvironment. The course will be structured around a series of news articles that describe recent innovative plans to use what is now called "Green Chemistry." For example, cars may soon be equipped with the world's first "green" tires made from plant byproducts rather than petroleum. Also, there are "rare earth materials" found in lap tops and cell phones in short supply. *How is chemistry used in these scenarios? Who should make decisions about how Chemistry is used? What role do scientists play in making decisions about how Chemistry impacts communities?* Students will learn about the periodic table, chemical bonding, and thermodynamics within authentic contexts, challenging them to apply their learning to real-world examples. Their learning in the classroom and community will be supported by Edgenuity's Chemistry course. Students will complete a longer-term, culminating project, examining the chemistry make-up of their surrounding community environments (Farmington River Pollution, Soil Composition, Reservoir Chemistry). The final project will be multi-dimensional, requiring components completed in a variety of media.

SCIENCE - Band IV	**Science and Technology: Creative Solutions for a Sustainable Planet**
Standards	**Common Core Standards in Literacy and Technical Subjects; CT State Frameworks Science Standards**
Priority Learning Objectives: Common Core Standards	Integrate and evaluate multiple sources of information presented in diverse forms and media in order to address a question or solve a problem
Priority Learning Objectives: CT Science	Articulate conclusions and explanations based on research data, and assess results based on the design of the investigation.
	Assess the reliability of the data that was generated in the investigation.
Content	scientific method, atoms, polymers, energy and matter, earth and chemical cycles, environmental impact, electricity, global impact of energry use
Internal Assessments	Information/advocacy poster, solar-powered constructions, scientific investigations, presentations to real-world audiences, virtual labs, computer-generated pamphlets
Description	In *Science and Technolog* y, students will explore the evolving relationship between science, technology, and creating a sustainable planet. Students will learn about some of the most pressing environmental challenges facing our world today and become creative scientific thinkers as they work to find unique solutions. The course will deepen students' understanding of fundamental scientific concepts such as climate change, energy flow, and natural resource use while giving them the confidence and the tools they need to investigate and question the impact science has on people's lives. Students will learn about the diverse array of voices that impact future scientific decisions and policies, supported by content from Edgenuity's Earth Science course. Sustainability has become a widespread topic, one that people contribute to from a variety of disciplines, backgrounds, and ages. Students will choose a specific longer-term project where they identify a sustainability challenge, research what has caused and continues to cause the challenge, what scientists and other professionals are currently doing to address that challenge, and design an experiment to further understand or implement a solution to that challenge. There are many organizations (such as the EPA) that want to hear more ideas about how to create a sustainable planet. Students will conduct a scientific investigation that would really matter in our world today and share their results with a real-world audience.

STEM-Band V	**Intoduction to STEM: Interdisciplinary Explorations of STEM careers**
Standards	**Common Core Standards in Literacy and Technical Subjects; CT State Frameworks Science Standards**
Priority Learning Objectives: Common Core Standards	Reading 6: Analyze the author's purpose in providing an explanation, describing a proceduce, or discussing an experiment in a text, identifying important issues that remain unsolved.
	Reading 7: Integrate and evaluate multiple sources of information presented in diverse forms and media in order to address a question or solve a problem.
	Writing 1: Write arguments focused on discipline-specific content.
	Writing 8: Draw evidence from literary or informational texts to support analysis, reflection, and research.
Priority Learning Objectives: CT Science Standards	9. Articulate conclusions and explanations based on research data, and assess results based on the design of the investigation
	10. Communicate about science in different formats, using relevant science vocabulary, supporting evidence and clear logic.
Content	Current STEM professions, knowledge, skills, career paths, debates, background knowledge about robotics, engineering, environmental science, business, economics, interdisciplinary connections, social and political consequences of technological change.
Internal Assessments	news article/podcast reflections, debates, interviews with STEM professionals, STEM career profiles, STEM career plan
Description	In Band V, students will take the *Introduction to STEM* elective course. This course will engage students in current STEM topics, professions, and authentic learning experiences, so that student will have a better understanding of possible STEM workforce options to them after high school. Students will learn about how a biologist and a mathmatician discuss the prevalence and power of fractals from the perspectives of their various disciplines. They will listen to a scientist discuss the latest research on sleep and dreams, and how the research is being used in the field of Psychology. They will engage in a discussion with a geneticist about the field of stem cell research and learn about how Robotics is used to help people with physical disabilities. Students will expand their perspective on STEM careers as they learn about the interdisciplinary nature and application of STEM knowledge and skills. They will be supported in this career exploration by Edgenuity's Intro to STEM courses. In a culminating project, students will analyze one STEM career that they can see themselves pursuing and create a career plan (alongside the Pathways Career Development process) that details the necessary steps to attain that career.

SOCIAL STUDIES-Band I	Defining Freedom: Constitutional Questions of our Time
Standards	**Common Core Standards in Literacy in History/Social Studies; CT State Frameworks Social Studies Standards**
Priority Learning Objectives: Common Core Standards	Reading: 8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
	Reading: 9. Compare and contrast treatments of the same topic in several primary and secondary sources.
	Writing: 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
	Writing: 5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
	Writing 7. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
Priority Learning Objectives: CT Social Studies Standards	1.1 - 1.13
Content	Significant events in local, state, and national history from the American Revolution to the Reconstruction period, geographical space and time, interaction of humans and the environment, patterns of human movement across time and place, the rights and responsibilities of citizens, the characteristics of and interactions among culture, social systems and institutions.
Internal Assessments	formal essays, reflection pieces, individual and group projects, presentations, homework, exams, classroom discussions, debates, and Civic Action Project
Description	In *Defining Freedom,* students will explore the following essential questions: *Throughout United States' history, how have individuals and groups defined freedom? How do previous understandings of freedom differ from current perspectives? What are the pressing constitutional questions of our time and how do we understand them better based on the context of American history.* Students will learn about significant historical events from the American Revolution to Reconstruction through the lens of current events. Students will analyze the evolving and complex nature of what *freedom* means within a series of national and local historical debates. Students will examine freedom in regards to the following topics: education, immigration, race, marriage equality, and gun control, supported in content acquisiton by Edgenuity's Government course. Within each debate topic, students will learn about how individuals with varied perspectives defined and fought for their definition of freedom. In the second half of the course, students will learn about what it takes to carry out a Civic Action Project (CAP) by researching how students across the country have identified ways to take action because of a need to fight for a freedom in their own communities. Students will use other CAPs as models for how to identify a freedom issue, design a project plan, collect data, implement the plan, and share the project results and learning to a wider audience.

SOCIAL STUDIES-Band III	**Inequality and Change: The Evolution of American Identity**
Standards	**Common Core Standards in Literacy in History/Social Studies; CT State Frameworks Social Studies Standards**
Priority Learning Objectives: Common Core Standards	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
	5W. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	6W. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Priority Learning Objectives: CT Social Studies Standards	1.1 - 1.13
Content	Significant events in local, state, and national history from the Reconstruction to Present, geographical space and time, interaction of humans and the environment, patterns of human movement across time and place, the rights and responsibilities of citizens, the characteristics of and interactions among culture, social systems and institutions.
Internal Assessments	formal essays, reflection pieces, individual and group projects, presentations, homework, exams, classroom discussions, and debates, community forum
Description	In Band III, students will go deeper into three critical movements in American history: civil rights, feminism, and immigration. *How has American identity evolved over the course of history? Why have some people been included and others excluded? How has inequality led to change?* The course will take students on an interdisciplinary journey from Reconstruction to the Present, where students learn about history from diverse perspectives. Learning will be supported by Edgenuity's U.S. History course. Students will capture the fabric of the most dynamic political movements through primary sources, multi-media presentations, and creative narratives of people's experiences. The course will connect each historical period with a contemporary question or debate today about how our nation continues to respond to a growing, diverse citizenry. A final project will connect students' own personal histories to the contexts in which they study. In connection with Band III's theme, community exploration, students will culminate their learning by planning a community forum event, where professionals from diverse backgrounds and experiences will come together to hear student presentations.

SOCIAL STUDIES - Band IV	Modern World History: The Relationships between Governments and Citizens
Standards	Common Core Standards in Literacy in History/Social Studies; CT State Frameworks Social Studies Standards
Priority Learning Objectives: Common Core Standards	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task.
Priority Learning Objectives: CT Social Studies Standards	The interactions between citizens and their government in the making and implementation of laws: Evaluate how different factors (e.g. religion, economic class, social class, race) contribute to making and implementing laws in different government systems.
Content	Cold War and Post Cold War Transitions, the Americas and China, the nature of conflict in the Middle East and Africa
Performance Examples	Speeches, debates, interviews role plays, analytical paper, research paper, an online educational tool comparing a major Middle Eastern historical event to another major world event
Description	*Modern World History* is a study of how nations around the world have interacted politically, economically and culturally from the Cold War to today. Students will examine the power dynamics between governments and citizens, and how power extends beyond borders, influencing other countries in the region and around the globe. For example, students will the analyze the relationship between the Soviet Union and the United States and how foreign policy between nations shifted (and did not shift) after 1990. Students will analyze how the rise of the global world economy has both integrated parts of the world while also creating wider gaps between the rich and poor, supported by Edgenuity's World History course. They will specifically explore modern conflict in Africa and the Middle East and the impacts it has on people within those nations as well as between nations. Through the study of each of these topics, students will explore how politics, economics, and culture are deeply intertwined and how conflict and change cannot be properly understood without acknowledging their roots in all three of these processes. The more we understand the roots of modern issues, the better we can understand how societies have developed to their present state, why people face certain problems, and what solutions we should seek in the future. Students will complete a culminating project where they create an educational tool for future OPP students that compares the Arab Spring to another major world history event.

SOCIAL STUDIES - Band IV	**Economics in a Global Economy**
Standards	**Common Core Standards in Literacy in History/Social Studies; CT State Frameworks Social Studies Standards**
Priority Learning Objectives: Common Core Standards	Reading: 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
	Reading 7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
	Writing 5 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Priority Learning Objectives: CT Social Studies Standards	1.11: How different economic systems organize resources; 1.12: The interdependence of local, national, and global economies.
Content	global economic challenges, international trade, macroeconomics, microeconomics
Internal Assessments	2011 economic crisis analysis, "ethics in businness" paper, weekly student presentation on a global economic issue, vocabulary quizzes, connection to Pathways' workforce development program
Description	*How do you define economics? How does the economy relate to our lives and what's the difference between democracy as a political system and capitalism as an economic system?* In this economics elective, students will explore the answers to these essential questions. They will analyze economic systems through the lens of a global economy. Students will analyze economic global trends and explore how these trends have impacted other aspects of society from a political, philosophical, and ethical perspective. Students will study and discuss how businesses handle ethical lapses when they occur, the nature of the consequences of these unethical practice, and how businesses can prevent unethical practices from occurring. In a culminating project, students will connect their learning to their experiences with the Pathways' workforce development program by analyzing the thinking behind their business decisions and the impact their decisions have locally and globally. The National Academy Foundation's (NAF)Academies of Finance curriculum will serve as a model and framework for this course.

WORLD LANGUAGE	World Language I
	Course is TBD. Using Edgenuity & Rosetta Stone.

WORLD LANGUAGE	World Language II
	Course is TBD. Using Edgenuity & Rosetta Stone.

WORLD LANGUAGE	World Language III
	Course is TBD. Using Edgenuity & Rosetta Stone.

CAREER - Band I	**Technology for 21st Century Learning**
Standards	**Common Core Writing Standards; Buck Institute of Education**
Priority Learning Objectives: Common Core Standards	Common Core Writing 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Priority Learning Objectives: Buck Institute of Education	Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy
	Use computers and other electronic tools to acquire, process, and manage information; use electronic tools to learn and practice skills; use the Internet to explore topics, gather information, and communicate.
	Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.
Content	microsoft office tools, presentation software, image editing software, video production tools, web 2.0 tools: voicethread, diigo, prezi, google docs, criteria for credible websites, digital bibliography tools
Internal Assessments	webquests, online profiles, projects
Description	An ideal computer literacy course teaches students how to use digital tools for both future academic and professional contexts; however, it is also critical to integrate new learning within the context of other students' current coursework. *Technology for 21st Century Learning* will enrich students' experiences integrating technology into their research and project presentations across all disciplines. *What are the tools a student might need to collect data for a Civic Action Project? How can students effectively communicate the results of a science experiment? Wh ich tools help students write a bibliography?* The course will provide students with the foundational knowledge they need to be computer literate: using word and google documents, excel, and powerpoint, but also crafting a professional email and how to maintain a professional online identity. This work will be primarily supported through Edgenuity's Computer Applications and Computer Literacy courses. In addition, introducing a variety of web 2.0 tools and how to navigate Google presentation tools, students will learn about technology beyond microsoft office. In culmination, students will demonstrate their learning by creating a profile on LinkedIn, the world's largest professional network. This course will provide a critical foundation for the school's blended learning environment.

CAREER - Band I	**How to Talk like a Champion: Public Speaking in the Digital Age**
Standards	**Common Core Standards for English Language Arts (Speaking and Listening)**
Priority Learning Objectives	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Content	rhetorical strategies, presentation software, speech organization, research tools, effective speech patterns, peer feedback protocols, discussions
Internal Assessments	speeches, debates, reflections, practice presentations for other disciplines, mock job and college interviews
Description	In the *How to Talk like a Champion* , students will spend a great deal of time analyzing and evaluating a diverse array of the nation's most prolific oraters, past and present, including Martin Luther King Jr., Barbara Jordan, Elie Wiesel, Lisa Ling, and President Obama. Students need to see what great public speaking looks like and then understand how one can prepare and practice effective oratory skills. Students will learn about the public speaking process through a structure designed by Pearson Publishing, supported by the Edgenuity Public Speaking course. The Pearson website contains six learning modules: 1. Assess your speech-making situation, 2. Analyze your audience, 3. Research your topic, 4. Organize and write your speech, 5. Deliver your presentation, and 6. Discern other talks. The course will focus on the nature of public speaking in the digital age and the impact that speech has now that it never had before. While there are few careers that require speeches, most reqiure some form of an oral presentation. Students will use this course to practice oral presentations in other courses as well as build the necessary skills to impress a prospective employer or college admissions officer. In culmination, students will work to improve and refine a class presentation using some of the strategies and tools learned from the course.

HEALTH - Band I	Mind, Body, and Soul: Healthy Living for the Adolescent
Standards	**Common Core Standards in Literacy for History/Social Studies; CT State Frameworks Health Education Standards**
Priority Learning Objectives: Common Core Standards	Reading 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts
	Writing 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
Priority Learning Objectives: CT Health Standards	H.1.2. Describe the interrelationship of mental, emotional, social and physical health throughout adulthood.
	H2.1. Evaluate the validity of health information and the cost of products and services.
	H.3.1. Assess the importance of assuming responsibility for personal health behaviors.
	H.6.3. Predict the immediate and long-term impact of health decisions on the individual, family, and community.
	H.8.2. Support and defend a position with accurate health information.
Content	psychology, sociology, health insurance information, stress-reduction strategies, factors of fitness, sleep cycles and disorders,health food plans
Internal Assessments	reading annotations, debates, sleep journal, health brochure, presentations, final synthesis paper, presentation to Health Equity Initiative
Description	*Mind, Body, and Soul* is a combined psychology and health elective that deepens students' understanding of both physical and mental health issues for teenagers. Students will learn about psychological theories such as Erikson's Stages of Development and Kohlberg's Moral Stages of Development within the context of their own personal exploration and understanding of what influences their minds. Students will learn about the complexity of the health care debate by analyzing both sides and gaining a greater awareness of how they and other families manage health care costs within an everchanging national health landscape. Students will learn about the latest health-related research related to diet, fitness, and sleep, particularly supported by Edgenuity's Healthy Living course. The goal is to help students understand the variety of factors that impact their own physcial and mental health needs and to prepare them for making positive health deciscions in their future. For a final project, students will identify a significant physical or mental health issue of our time. They will synthesize the course readings by integrating the theoretical underpinnings and knowledge learned within the context of their particular issue. They will present their learning to Health Equity Initiative, a nonprofit organization that is looking for educational materials that relate to health equity.

HEALTH - Band III	Creating Safe Space: Restorative Justice for a Modern Community
Standards	**CT State Frameworks Health Education Standards; 21st Century Skills - Buck Institute for Education**
Priority Learning Objectives: CT Health Standards	H.3.4. Apply and assess strategies to improve or maintain personal, family and community health by examining influences, rules and legal responsibilities that affect decisions.
	H.5.1. Compare and contrast skills for communicating effectively with family, peers, and others.
	H.5.2. Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and community.
	H.5.4. Analyze sitatuions and demonstrate healthy ways to express needs, wants and feelings.
	H.5.9. Demonstrate strategies used to prevent, manage, and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate.
	H.8.6. Engage others to develop health campaigns which promote care, consideration, and concern for others.
Priority Learning Objectives: Buck Institute for Education	Thinking before acting; forming a vision of a product, plan of action goal or a destination before beginning; considering alternatives and consequences of several possible directions prior to taking action.
	Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose.
	Initiate and participate effectively in a range of collaborative discussions with diverse partners
Content	history of the restorative justice movement, conflict resolution, positive decision-making, restorative practices, meditation
Internal Assessments	circle participation, reflection journals, community forum
Description	Increasingly more research supports the idea that students will achieve academically if they have social and emotional support. *What does social and emotional learning look like in schools? How can students take ownership of that learning and support each other?* This elective course will introduce students to the Restorative Justice movement, once started in the criminal justice system and now spreading to schools across the country and around the world. The goal of the restorative process is gain a better understanding of what caused the harm and what members of a community can do to make things right for both the victim and the offender. One of RJ's most sacred rituals is the circle, where students and teachers come together to resolve conflict. This class will be conducted mostly in circle, where students will create and maintain a safe space to discuss social and emotional issues that come up for them in their daily lives. Students will practice strategies for resolving conflict, decreasing stress, communicating effectively, and understanding the trigger points that cause harm. Students will be trained as RJ educators who can help resolve conflicts within the wider school community. In culmination, students will host a community forum where they will discuss how Restorative Justice can play an active role in supporting the social and emotional lives of youth in their community.

FINE ARTS - Band III	**Art in Public Spaces: Storytelling through Visual Media**
Standards	**Common Core Standards for English Language Arts (Speaking and Listening); CT State Frameworks Arts Standards (9-12)**
Priority Learning Objectives: Common Core Standards	2. Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
Priority Learning Objectives: CT Arts Standards	Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.
	Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.
	Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.
Content	personal experience, imagination, environment, music, storytelling, literature, poetry, cultural and historical context, art forms, art criticism
Internal Assessments	art movement study, redesign a familiar object, design packaging for found object, electronic art analysis, personal reflections
Description	*Art in Public Spaces* is an elective course that will ask students the following essential questions: *What is art? Who makes it and where is it found? What stories does it tell? How can we create art that tells a story about who we are and what we care about? Students will study art and the history of art, using the support of Edgenuity's Art and Art History courses.* The goal of *Art in Public Space* s is to examine the different roles art plays in the personal and public sphere, specifically how the personal and the public communicate with one another. Students will analyze art in a variety of context and formats, both historical and contemporary. They will explore public spaces that stretch our idea of what art is and can mean for a community. For a final project, in teams, students will create art in a public space surrounding the school community that reflects an important message about their daily lives.

CAREER - Band V	Exploring Options: Career Planning and Development
Standards	CT Career Cluster Frameworks; CT School to Career Program Guidelines; Career Competency Development Training
Learning Objectives	Set personal, academic, and career goals.
	Advance career readiness skills such as resume and cover letter writing, interviewing, identifying areas of strength and challenge.
	Demonstrate responsibility, self-esteem, sociability, self-management, integrity, honesty, common sense, and problem solving skills.
Internal Assessments	resume, cover letter, journal reflections, interviews, performance evaluations (from internships)
Description	The best way for students to begin career planning is to have actual experiences shadowing professionals in their daily work lives. Students will participate in an internship program where they will pair with a mentor in a field of interest to them. The goal of the internship is not only to advance students' skills in a particular career but to build career readiness skills such as self-esteem and problem-solving skills. The ACME network provides students with hands-on mentorship, instruction and constructive feedback at the highest level, using student artworks as the centerpiece of the learning process. Another model for how to do this is from MC2 STEM High School in Cleveland, Ohio, whose educators have provided detailed, result-driven resources and tools for how to support student success within an internship model, as well as other strategies to prepare students for college and beyond. Before the student's internship begins, this course will guide students through a series of preparation activities for career development, to identify and cultivate career interests and workplace readiness. This course will use the Edgenuity Career Planning & Development course for support in investigating careers, and the Pathways program's Career Competency Development Training course for job readiness training. Students will develop skills for investigating and applying for jobs, as well as learning healthy workplace behavior and ethics.

CAREER - Band V	**"The Buck Starts Here": Financial Literacy for Teens**
Standards	**National Endowment for Financial Education; CT Career and Technical Education Performance Standards and Competencies (Business & Finance Management)**
Priority Learning Objectives: National Endowment	Students will apply sound foundational financial decision making principles to a varety of real-world scenarios.
	Students will utilize resources that are credible, timely, and that will support complex money management decisions.
	Students will analyze how personal values impact spending, saving, and planning behaviors.
Priority Learning Objectives: CT Performance Standards	Using credit: analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.
	Protecting against risk: Analyze choices available to consumers for protection against risk and financial loss.
Content	money management, investment, borrowing use, earning power, saving, financial services, bankruptcy protection
Internal Assessments	budget, credit card application process, online simulations, college loan plans, insurance plans,
Description	In light of a recent economic downturn, it becomes increasingly urgent to teach young people the basic survival skills of personal finance. The goal of the this elective course is to give students basic financial knowledge that will support their future moneymaking decisions in multiple aspects of their lives. Students will engage in a series of learning modules designed by the National Endowment for Financial Education. The titles of each module are: 1. Money Management: Control Your Cash Flow, 2. Borrowing: Use—Don't Abuse, 3. Earning Power: More Than a Paycheck, 4. Investing: Money Working for You, 5. Financial Services: Care for Your Cash, 6. Insurance: Protect What You Have. Students will learn how to budget, how to control their spending, how to build good credit, how to pick a good credit card, and how to stay out of debt. Edgenuity's Personal Finance course will support student learning. The course will provide students with a series of real-world scenarios and give them the background knowledge and skillset to make rewarding financial decisions.

CAREER - Band V	**Entrepreneurship in a Global Economy: Innovative Ideas for Socially Responsible Businesses**
Standards	**Common Core Standards in Literacy in History/Social Studies; CT Career and Technical Education Performance Standards and Competencies (Business Management)**
Priority Learning Objectives: Common Core Standards	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Priority Learning Objectives: CT Performance Standards	C. Entrepreneurship: Recognize the characteristics of an entrepreneur; determine opportunities and problem recognition and pursuit.
Content	United Nation's Milleneum Goals, branding, marketing strategy, business planning, technology integration
Internal Assessments	research, community outreach, business plan, letter of intent to SAGE GLobal
Description	Paul Hawken said in his 1993 book, The Ecology of Commerce: “The ultimate purpose of business is not, or should not be, simply to make money. Nor is it merely a system of making and selling things. The promise of business is to increase the general well-being of humankind through service, a creative invention and ethical philosophy.” Global challenges, such as environmental sustainability, alternative energy and transportation, and problems caused by global climate change, pose threats to citizens around the world. Entrepreneurs with a global worldview see such threats as opportunities. In this elective course, students will work in teams to identify an unmet need in the global community and come up with an innovative business plan to address that need. Edgenuity's Intro to Entrepreneurship course will support this project. Working closely with SAGE, Students for the Advancement of Global Entrepreneurship, an international nonprofit corporation dedicated to teenage entrepreneurs, students will submit a letter of intent that describes their strategy and business plan.

CAPSTONE	Capstone
Standards	**Common Core; CT State Frameworks; CT Essential and Recommended Practices for Capstone**
Learning Objectives Common Core	(SS) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	(ELA) Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
	(SS) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	Other specific learning objectives will vary depending on student topics.
Content	project cycle, data collection and analysis, research methods, effective writing strategies, presentation software, annotated bibliography
Internal Assessments	process log, research paper, physical project, reflective paper, oral presentation
Description	The Capstone project is the ultimate experience and assessment that demonstrates what students have learned about their own academic identity and future endeavors, as well as how to plan and implement an authentic, meaningful project. This course will challenge students to independently create a project from start to finish, but within a supportive structure, and with a mentor (besides the instructor) to guide and deepen the process. The components include a project process log, a formal research paper, a physical project related to some aspect of the research, a reflective paper, and an eight to ten minute oral presentation that synthesizes the second, third, and fourth components and is given before a review board of staff, community members, and peers. First, students will need to determine their big idea for the project and write a proposal where they identify the type of project they want to do, the disciplines involved, the goals of the project, a timeline, and the team of people they will need to support their project. Students can ask other teachers or school personnel, family, friends, local professionals, or community members to be on their team. Students will continously reflect on their progress each week by writing learning logs and having weekly check-ins with their mentor. The Capstone project will not only ask students to draw upon specific content areas that they have studied while in school, but will specifically ask them to demonstrate a clear understanding of the school's major academic and non-academic learning objectives and mastery of the school's instructional foundatin of project-based learning through completion of an individual project.

APPENDIX G

Academic Learning Objectives

Path Academy's students will be expected to achieve at the highest academic levels, meeting four key academic goals throughout their careers at the school. The Common Core State Standards and CT State Frameworks standards will comprise the majority of the academic skills that students will practice and master. However, they will also be expected to master critical 21st Century Learning Objectives, demonstrated through continuous internal assessments (e.g. project rubrics).

Students at Path Academy will be expected to master certain critical academic skills. These will include Common Core skills and CT State Frameworks standards. In addition, the school will track student progress toward key 21st century learning objectives. This will primarily be accomplished through the many projects that students will undertake in their course of their time at the school, assessed through project rubrics that integrate key content area skills (from Common Core and CT State Frameworks) and 21st century learning skills/objectives.

OPP recognizes and builds on the strengths that over-age students, or adult learners, bring to an educational setting, and frames learning objectives in a way that is powerful, relevant, and respectful to their histories. Our students will come to us with many of the 21st century learning skills they will need to graduate: to think analytically, to find creative solutions to real-world problems, and to use technology in a variety of contexts. Our role will be to help them build their existing skill sets in empowering ways, to give them the academic language and tools they need to succeed in college and careers.

The following learning objectives have been adapted from the Buck Institute's (BIE) 21st Century Learning Frameworks: http://www.bie.org/research/21st_century_skills as well as the language from the Common Core State Standards. We chose the BIE's frameworks because they connect 21st century skills to our school's project-based learning model. Students at Path Academy will be asked to demonstrate:

Critical Thinking

- Examine a wide range of academic texts and ideas across all disciplines.
- Establish thinking routines that demonstrate high-level skills on Bloom's Taxonomy: analysis, synthesis, evaluation.
- Engage in asking and answering open-ended, complex questions.

Creative Problem Solving

- Synthesize diverse perspectives and sources to arrive at a clearer understanding of a problem and its root causes.
- Generate and select alternative solutions; evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.

Effective Communication

- Express and listen carefully to ideas
- Integrate information from oral, visual, quantitative, and media sources
- Evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task

Technological Literacy

- Use technology to organize and communicate information effectively, creatively, and purposefully to meet specific goals
- Research, explore, and gather information on the internet to substantiate and extend learning
- Evaluate and make effective decisions about how technology can be used to achieve specific goals

In addition to connecting to project-based learning, these objectives leave room for all of the school's innovative instructional methods, as well as for ongoing student practice and demonstration of the core PATH values. Path Academy's unique curricula will support and measure student learning in these areas, ensuring that students are mastering the critical skills necessary for success in and beyond high school.

APPENDIX H

Performance Framework

As a data-driven school, Path Academy will track student progress on mastery of all academic and non-academic skills. This continuous assessment and tracking will feed into the school's aggregate performance tracking tool, the Performance Framework. The appended draft will need to be approved by the Board of Directors, but outlines the types of metrics that the school will track to ensure that its students are meeting all academic and non-academic goals.

Path Academy Draft Performance Framework

School management will track these key metrics to evaluate school performance and to ensure continuous improvement

Category	Metric
Academic Achievement	
Credit Accumulation	- Credit accumulation rate by subject area
	- Credit accumulation rate at OU Charter vs. previous high schools
	- Percent at/above proficiency on content assessments
	- Project-based assessment proficiency rate
Standardized Test Performance	- Percent at/above proficiency on Connecticut Academic Performance Test (CAPT) vs. CAPT taken
	- Percent at/above proficiency CAPT scores vs. CT standardized test taken before OU Charter enrollment
	- Percent at/above proficiency on Smarter Balanced Assessment*
High School Completion	- Percent who completed all high school graduation requirements
Dual Enrollment	- Percent with college credit (dual-enrollment)
Youth Development and Engagement	
Relationship Building	- Percent demonstrating progress in engagement with their Youth Development Specialist
Student Arrival to School Attendance	- Average daily school attendance rate
Student Feedback	- Percent of students completing survey assessment
	- Percent of students reporting positive school satisfaction
	- Percent of student participation in school-wide committees and leadership structures (student advisory/council, governance board)
Significant Adult Involvement	- Percent of parents/or significant adults involved with school activities and the students academic lives
	- Percent of youth/parent/YDS who participate in parent/teacher conference (3 yearly)
Significant Adult Feedback	- Percent of parents/significant adult completing survey assessment
	- Percent parent/significant adult reporting positive school satisfaction
Youth Development Activities	- Percent increasing performance on the 6 C's (Thrive curriculum)
	- Percent in extracurricular/ after school activities
	- Percent participating in Enrichment Activities
Student Success Plans	- Percent of students with Student Success Plans in place
	- Percent demonstrating progress with set goals vs. number of students with set goals
Drop Out Reenrollment	- Percent of previous school drop outs enrolled at OU Charter
Student Behavior	- Percent with interventions and mediations
	- Percent with discipline referrals and suspensions
Post Secondary Readiness and Achievement	
Work Readiness	- Percent demonstrating career competencies
	- Percent with internship/job shadowing experience
	- Percent who obtain employment
College Readiness	- Percent who participate in college preparation
	- Percent who participate in summer college experiences (seniors)
	- Percent who participate in dual enrollment experiences
Credential Enrollment	- Percent with post secondary enrollment
Credential Retention	- Percent with post secondary retention
Credential Achievement	- Percent who have obtained a 2yr, 4yr, or vocational certificate
Employment Achievement	- Percent who retain employment for 1 yr

**** Note: Smarter Balanced Assessments have not been established by the State. These outcomes are modeled after the Connecticut Academic Performance Test.***

APPENDIX I

Non-Academic Learning Objectives

Path Academy is committed to preparing students for success in life by combining rigorous academics with focused youth development and postsecondary preparation activities. Non-academic skills in these areas will support student mastery of academic skills. Perhaps more importantly, though, they will prepare students for postsecondary success by ensuring that they master life skills that often cause students to struggle in college and career. Path Academy will expect students to meet four key non-academic goals throughout their careers at the school. One of these goals is to demonstrate mastery of critical 21st Century Learning Objectives, demonstrated through continuous internal assessments (e.g. project rubrics). The school will focus on two sets of these objectives – academic and non-academic.

Students at Path Academy will be expected to master core social-emotional and career competencies, measured through the school's rigorous youth and workforce development programs. In addition, the school will track student progress toward key 21st century non-academic skills. This will be accomplished through monitoring of these skills in youth and workforce development activities, as well in completion of student projects. Path Academy has developed the following four cross-cutting non-academic goals, modeled on the Partnership for 21st Century Skills' critical skills, that we will explicitly teach and measure through course curricula[1]:

Life & Career Skills

- In order to succeed in college and career, students need to be able to navigate the complex life and career environments. Many of these environments ask students to answer open-ended questions and create and follow work plans to complete a project. This reflects the school's project-based learning model. Students must be able to handle multiple goals, tasks, and inputs, while understanding and adhering to constraints of time, resources, and systems. They also must be able to monitor progress, make any needed adjustments, and evaluate how they did on the project. Teachers will measure these skills through project rubrics and youth/workforce development assessments.

Integrity

- While difficult to measure, integrity is one of the most valuable areas that any student can possess for a successful life. Path Academy will teach and help students evaluate their skill in understanding the impact of violating commonly held beliefs and codes on an organization, self, and others; and how to choose an ethical course of action. This will be upheld in every classroom through teacher expectations that students continuously demonstrate core PATH values and commitment to the school's discipline code. It will also be explicitly addressed in elective courses, such as *Restorative Justice*.

Cross-cultural Skills

- Path Academy believes in the power of groups to solve problems, We therefore will measure how well our students leverage the collective intelligence of groups when appropriate, bridge cultural differences, and use differing perspectives to increase innovation and the quality of work. This will be addressed through the school's multi-cultural curriculum themes.

[1] Buck Institute for Education; Partnership for 21st Century Skills. 2011. *P21 Common Core Toolkit: A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills.*

Accountability

- Fundamental to Path Academy is a belief that people who are continuous learners excel. Teaching accountability is therefore critical; how should students go about setting and meeting high standards and goals for delivering quality work on time? This includes demonstrating diligence and a positive work ethic and continuously displaying high standards of attendance punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

Path Academy believes that if our students learn and apply in their lives these four goal areas along with having a strong academic foundation they will thrive in their careers and lives.

APPENDIX J

Thrive Curriculum Materials

Using the Step-It-Up-2-Thrive program from the Thrive Foundation for Youth, Path Academy's Youth Development Specialists and other Pathways staff will support and measure student youth development progress. The appended curriculum examples will be used to guide activities during Pathways Advisory Groups and other focused youth development time.

Lesson #S1: Finding Your Spark **Time: 50 minutes**

FOR GROUPS

Overview

All youth have a *spark* – a special quality, skill or interest that they are passionate about. A spark comes from inside of us, and when we express it, it gives us joy. By the age of ten, all youth understand the concept of *spark;* however, one-third of adolescents in the U.S., or millions of youth, do not know their spark. An even greater number do not have *Spark Champions* – the caring adults who know and support youth in pursuit of their sparks.

Research by Dr. Peter Benson, of the Search Institute, shows the benefits of finding and developing a spark with the support of caring adults: inner passions, interests and talents catalyze the drive for personal growth along the road to thriving[1]. While the value of supporting young people in identifying and pursuing their sparks is proven, it's important that adults avoid making a youth's spark today a fixed identity, and recognize that sparks can change over time.

Sparks can:

- Be a skill, talent or interest that goes deeper than activities, such as going to the mall or watching a movie. For some, it's a way of being in the world
- Originate from inside a person, rather than being imposed from the outside.
- Be a source of intrinsic motivation, meaning and self-directed action , that can help drive young people to put forth effort in other areas.
- Make (or have the potential to make) the world a better place.

After viewing about others' sparks, including the facilitator's and other young people in movie clips, youth learn the importance of sparks through the research. They then view a list of sparks ideas, interview a peer about his/her spark, deepening their relationships with each other; each youth also self-reflects on personal sparks when being interviewed by a peer. The lesson closes by making a group Sparks collage, to recognize and celebrate a diversity of current and/or potential sparks.

For more information about spark research, refer to the Step-It-Up-2-Thrive Sparks anchor paper, found at http://stepitup2thrive.org/downloads/1-sparks/1.1-sparks-anchor-paper.pdf.

[1] Benson, Peter L., (2008) Sparks: How Parents Can Help Ignite the Hidden Strengths of Teenagers. San Francisco: Jossey-Bass.

Objectives

By participating in this lesson, young people will:

- Understand "Sparks" concept.
- Identify the sparks of their peers and youth in movie clips.
- Brainstorm and identify their personal current and/or potential Sparks.

Anchor Vocabulary

- *Dream Thieves* - people, choices and actions that tend to distort, sabotage, or rob young people of their dreams or goals.
- *Spark* – passion, interest or talent that catalyze the drive for personal growth.
- *Spark Champion* – an adult who encourages youth to advance spark and serves as a resource (if appropriate).

Materials & Media

- Teacher's Personal Testimony (written version, optional)
- Visual aids for facilitator's personal spark story (optional)
- Match (optional)
- DVD Clips: Finding Forrester, Billy Elliott and Phymean Naun (CNN hero)
- Timer (optional)
- Bell (optional)
- Notecards (1/youth)
- 1 large Poster paper (for Sparks Collage)
- Markers

Handouts

Sparks Peer Interview Choices: "Explore Your Spark" or "Discover Your Spark"
Sparks Ideas Handout
Sparks: Adult Interview

Lesson Outline		Lesson Description
ENROLL (4 min)	Door Greeting Self-Reflection Journaling Peer Sharing	**Build relationships with youth as they walk in the door. Build relationships with young people as they arrive. Use Four-At-The-Door! (Name, eyes, hand, heart)** **Journal:** Youth reflect on the quote below (written on the board/overhead) and write in their journals: "What does this quote mean? Do you believe it?" **Quote**: "*Follow your passion, and success will follow you.*" Unknown In pairs, youth share insights with peers.
EXPERIENCE (5 min)	Facilitator's Personal Spark Story	**Share a personal story** regarding your spark, leadership, finding a purpose in life, and spark champions that helped along the way, etc. Include the vocabulary terms below in the context of that personal story. **Story Tips:** • **Use visual aids:** Facilitator may use visual aids to make spark story more engaging (e.g., soccer ball, jersey, trophy, yearbook, photos). Or, to heighten drama, you might turn out the lights and gather everyone in a tight circle. In general, youth enjoy the story nature of this activity, especially anything about your own experiences at their age. • **Help illustrate the spark metaphor**: Use a LCD finger light [available through online retailers such as Amazon.com] to represent the spark (e.g., my spark is working with young people); wave the finger light in the air towards the ceiling to show how spark champions can help grow spark (e.g., positive feedback and ideas from others working with kids) and how new strategies "help sparks grow" (e.g., babysitting, working at summer camp in high school); put your hand over the finger light to show the effect of negative factors that make it harder for the "light within all of us to shine" (e.g., self-doubt, giving up, not having the support of family members to reach a goal). • **Keep it short and interactive:** "What happens to the light if I cover it up? What would happen to my love of music if people always told me I sound bad?"
EXPERIENCE (12 min)	Watch & Discuss Sparks Movie Clips	**Facilitator views the three clips prior to class and <u>chooses one</u> that will resonate most with youth. All three clips and questions are listed below.** After showing the clip, facilitate a group discussion about the movie. The goal is to help youth identify and understand spark and spark champion concepts, and then apply the concepts to their own lives.

	Option 1: Finding Forrester (1.5 min)	**Movie Clip: Finding Forrester** **What Happened?** • What are Jamal's sparks? (examples: basketball and writing) [Facilitator: rewind the clip back to 01.01 and ask the group to review what his mother says about his interest in writing] • He apparently really enjoys writing, why do you think he is hiding it from his peers? **So What?** • Reflect: Are there times when you've felt like Jamal – having a spark that's not well accepted? • What are some ways you might continue to pursue your spark, even though it's not popular with your peers? **Now What?** • Think of one thing *you* might tell a friend when he or she is struggling to identify or pursue a spark that's not well accepted. Thinking about Jamal's challenges, how would you advise this friend?
	Option 2: Billy Elliot (4 min)	**Movie Clip: Billy Elliot** **What Happened?** • How does Billy look when he's showing his spark? • How does Billy describe his feelings about doing his spark? • How would you describe Billy's obstacles to growing his spark? (*Describe cultural norms in Billy's community that get in the way of his dream.)* • Do you see any dream thieves in Billy's life? What did he do about them? **So What?** • Reflect: Can you think of one time when you felt like you were afire – from when you were young until now? What were you doing? • Are there any obstacles you face in finding your spark? (e.g., dream thieves.) • Are there people or resources that support you in growing your spark, like Billy's teacher? **Now What?** • Thinking about strategies Billy used, what are some that you might be able to use to overcome obstacles you face in identifying or pursuing your spark(s)? • Can you think of any new people or resources that you could ask to support you, like Billy?

	Option 3: Phymean Noun (2 min)	**Play Movie Clip: Phymean Noun** **What Happened?** • What was Phymean's impact on others in the world? • What was Phymean's spark? (*Possible answers: Caring or Leadership*) **So What?** • In what ways does one of your skills, talents or interest positively impact to others? (This might be your family, friends, school, church, team or community.) **Now What?** • Can you think of a new spark you'd like to explore, or new ways to use your current spark, to make a positive impact on those around you?
LEARN & LABEL (8 min)	Learn: Why are Sparks Important?	**Facilitator asks for volunteers to reflect on and summarize the concept of sparks.** The following emphasizes the significance of sparks. **Say:** • New studies from Search Institute, in Minneapolis, MN, show that teenagers who know and develop at least one spark and have caring adults who help them with their spark are likely to have some great advantages and benefits: ▪ Higher grades in school. ▪ Better social skills. ▪ Better physical health. ▪ Better school attendance rates. ▪ More likely to volunteer to help others. ▪ More likely to care for the earth and its resources. ▪ More likely to have a sense of purpose. ▪ More likely to say they are "on the road to a hopeful future. ▪ Less likely to experience depression. ▪ Less likely to engage in acts of violence toward others. **Say:** • Research shows that knowing and <u>nurturing your spark will help you be happier</u> and more successful in life. • The research also shows that 1/3 of youth (12 million teenagers) don't yet figured their sparks. • **<u>If you don't know yours, that's</u> okay; we'll start exploring that today.** • The other thing to remember is that your sparks can <u>change over time</u>. Your spark today might be different than last year, or in five years from now.

		• Let's continue to work on how *you* can identify and grow your sparks. **Hand out: Sparks Ideas** **Say:** • The first page of this handout includes the research I just described. • Please turn to the second page to see many different categories of sparks. • Your goal is to read through them, choose up to three categories that interest you, and then name three individual sparks (you could have more than one spark in a category). These can be sparks you have already discovered and are working on, or they can be sparks that you are interested in exploring or trying, or a mix of both.
EXPERIENCE & DEMONSTRATE (15 min)	Sparks Peer Interviews	**Peer to Peer Sparks Interviews** Divide youth into pairs. Share instructions for the Sparks Peer Interview. **Say:** • You are going to interview each other about your current or potential sparks. We have two goals. One is to grow your skill of self-reflection. The other is to learn more about your peers. • One youth will ask questions and <u>write down his/her partner's answers</u> on the handout. • After <u>six minutes</u> I will ring the bell, and you will <u>switch roles</u> so that everyone has a chance to answer. • Remember <u>if you're still feeling unsure about your sparks, that's</u> okay. Use this time as an opportunity to explore them and talk about them with your partner. **In order to determine which Sparks Peer Interview each youth should use,** **Say** (or show the statement, question and letter responses on an overhead): • When people have a special talent of interest, we sometimes say they have a "spark" in their life. A spark is something you're passionate about; it really fires you up and gives you joy and energy. A spark comes from deep in your gut, and it is an important part of who you are. Do *you* have a special talent or interest like this? • Ask youth to choose from these answers, and write down the appropriate letter: A – Yes, definitely B – I think so C – Maybe D - No

		Ask all students who answered A & B to raise their hands. Pass out "Explore Your Spark Peer Interview 1". Ask all students who answered C & D to raise their hands. Pass out "Discover Your Spark Peer Interview 2". **Tell youth to write their names on the top of their survey**, and pass their interview to their partner. The partner will then ask them the questions on the interview. Start conversation #1 and set a timer for six minutes. **When the timer goes off, ring the bell.** Tell students to switch roles with their partner. **When both interviews are done, Say:** • I hope that you learned something about yourself and your peer through these interviews. We're now going to take what we learned and share it with the group, by making a Sparks Collage. As youth are making their collages, collect their Spark Peer Interviews. Take time to review these and note youth sparks and areas of interest so that you can continue to provide targeted support. Also, if you are collecting evaluation data, use these interviews to fill out the Sparks Survey. (See the list of Step-It-Up-2-Thrive evaluation tools.) This will enable you to track the development of youth Sparks and Spark Champions.
REVIEW & CELEBRATE (6 min)	Personal Sparks Reflection Make Sparks Collage	**Spark Reflection** Pass out notecards (1/youth) and colored markers. On a notecard, (or small piece of paper), each youth writes down a current spark (or potential spark, if it's unknown). Remind them that many youth don't yet know their sparks. If they don't right now, that's okay. In this case, the youth can write about a spark he/she is interesting in exploring. • Youth can draw something associated with the spark – an image or how it makes them feel. • When done, youth can tape card to the poster, to create a group Sparks collage. Share homework, which they'll report back on next time you meet, with youth. Hang Sparks collage in a visible place in the room.

On Your Own: Sparks Conversations

Talk with at least adult in your life about sparks.

- Ask him/her about personal spark(s) in his/her own life. How did he/she discover his/her spark(s)? What strategies and resources did he/she use to pursue sparks in life?
- If you already know what your spark is, tell him/her what it is and describe ways you will continue to develop your spark.
- If you don't know what your spark is yet, share ideas you're excited to explore, or see if the adult has other sparks ideas you might want to explore.
- Be ready to share how the conversation went when the group meets again.

Lesson #S2: Spark Champions **Time: 50 minutes**

FOR GROUPS

Overview

Search Institute reports that 62% of teens can identify their sparks. Of these youth, only 37% of them report having three or more adults who know and support their sparks. Skills in self-advocacy and creating resource networks are essential for youth to pursue their sparks and reach their goals. If a youth does not know his/her spark, that young person can still benefit from a spark champion team to support the spark discovery process. Research indicates that all youth need champions and coaches in their lives. Ideally, three or more champions form a critical mass of adult support that can move a youth's life forward towards full potential.

Objectives

By participating in this lesson, young people will:

1. Understand the benefit of spark champions.
2. Test knowledge by identifying new concepts in movie clips.
3. Develop plans for finding their spark champions.

Anchor Vocabulary

- *Self-advocacy* - Representing one's own views and dreams.
- *Spark Champion* – An adult who supports and encourages a youth to discover and pursue his or her spark.

Materials

- DVD Clip: *Star Trek*
- Whiteboard or Poster Paper (for brainstorm of Spark Champion qualities)
- Handout: Spark Champion Mapping

Lesson Outline		Lesson Description
ENROLL (5 min)	Door Greeting Self-Reflection Peer Sharing	**Build relationships with youth as they walk in the door. Build relationships with young people as they arrive. Use Four-At-The-Door! (Name, eyes, hand, heart)** Facilitator asks youth to reflect on the quote below (written on the board/flipchart). **Quote:** *"A mentor is someone who allows you to see the hope inside yourself."* – Oprah Winfrey **Ask:** • "What does this quote mean? Do you believe it?" Facilitator reinforces that the goal is personal reflection. There is no right or wrong answer. In pairs, youth share insights with peers.
EXPERIENCE (7 min)	Peer to Peer: Sparks Interview Sharing	**Pair & Share** **Youth turn to a peer and share what they learned from their "Sparks Conversation(s)" with adult(s) (homework from Sparks I lesson):** • What were/are the adult's spark(s)? • How did he/she discover and grow this spark? • What strategies and resources did he/she use to pursue sparks in life? • What did you learn about identifying or growing your own spark through this conversation? **As a group, ask individual youth to share any new ideas or thoughts they have learned about identifying or growing sparks from the adult conversations.**

EXPERIENCE (10 min)	Watch & Discuss Spark Champion in *Star Trek movie clip*.	**Star Trek Movie: Give a brief overview of the movie plot to frame the clip.** Explain that it's set in the future. After showing the clip, facilitate a group discussion about the movie. The goal is to help youth identify and understand the spark champion concept, and then apply the concepts to their own lives. Questions follow the experiential learning cycle. Discuss at least one question from each section (e.g., What Happened? So What? Now What?) **Show Movie Clip: Star Trek** (3 minutes) Discussion Questions: <u>What Happened?</u> • What did Captain Pike see in Jim that Jim was unable to see in himself? • How did Captain Pike challenge Jim to consider becoming a captain of a star ship? <u>So What?</u> • Why is Captain Pike's role in Jim's life important? (Explain: We call the role Captain Pike plays in Jim's life a 'Spark Champion'.) <u>Now What?</u> • Can you think of an adult in your life that has helped you see your potential, and has supported you to grow in your skills and interests? How has this adult helped you? **Say:** • Today we're going to learn about what a spark champion is, identify your current spark champions, and develop a plan for finding new spark champions.
LEARN & LABEL (10 min)	Define Spark Champion Optional: Personal Facilitator Story	**Say:** • A spark champion is an adult who supports and encourages a youth to discover and pursue her or his spark. Research by the Search Institute shows that youth benefit from having <u>multiple spark champions</u>, which could include parents, grandparents, teachers, coaches, mentors, employers and others who can encourage youth to explore their sparks. Note: Facilitator might also share a personal story about a time when he/she needed a Spark Champion. The example should be authentic, but short enough for participants to latch onto

	Group Brainstorm: Spark Champion Role Group Brainstorm: Spark Champion Qualities Peer Sharing: Personal Spark Champion Needs	the general concepts relatively quickly and not get too distracted with too many personal details. **Brainstorm:** How might a Spark Champion help you? Help youth develop these answers: • Help identify spark(s) • Find opportunities for youth to practice or develop their sparks • Model ways the spark is pursued as an adult • Teach and mentor in how to improve in a spark • Show up to watch youth pursue the spark **Group Brainstorm (Or divide the group into pairs):** • What are some qualities of a good Spark Champion? **Ask youth to share ideas and capture them in a visible place** (e.g., whiteboard, poster paper) so that youth can refer back to them in the next Spark Champion Mapping activity. **Ask youth to pair up with a peer and share where they'd most like to have a spark champion in their lives, and what role(s) this person would play**. (Youth can refer back to the roles and qualities from the group brainstorm.) **Say:** • When you learn to identify and recruit a spark champion, you are deepening a very important life skill of finding and using resources to work towards your dreams. This form of self-advocacy must be learned for you to be successful in life. • Does anyone know what <u>self-advocacy</u> means? (To look out for your own best interests.) • How many of you have ever felt <u>awkward asking for help</u> or mentoring? **Say:** • It turns out that many adults LOVE to be asked their opinions on things. They often see you as a more mature and confident person if you advocate for yourself, and if you know where you need support in grow in your skills and passions.
DEMONSTRATE (10 min)	Mapping Personal Spark Champions	**Identifying Personal Spark Champions** **Facilitator distributes Spark Champion Mapping Handout**. Instruct youth to list their

	Practice Asking Spark Champions	spark(s), or sparks they would like to explore. **Say:** • Now that we've identified examples of some of the roles and qualities spark champions, let's think about who your champions are now, or who future spark champions might be. • Start by writing down champions you already have. • Then, think of spark champions you would like, but don't have yet. Who might be able to help you grow your spark(s)? • Fill in the remaining circles, or make more circles with their names. **Divide the youth into pairs.** **Say:** • Select one important role from your spark champion map that you will prioritize. • Think about exactly when and where they could ask this adult. • Taking turns, share this plan with your elbow partner. • Practice asking this adult to be your spark champion. Be specific about how and why you need support from her/him to develop your spark. Facilitator circulates to give encouragement and feedback.
REVIEW (5 min)	Journal Reflection: Finding Your Spark Champions	**Journal:** • What specific steps will you take in the next week to identify your spark champions? • What role(s) will you ask this person or people play to help you identify or pursue your spark? • Include where, when and how you could ask for this support, from the adults in your life.
CELEBRATE (3 min)	Making a Public Commitment	**Public Commitments:** **Say:** • Now that you've written down how you'll choose and fire up your spark champions, let's hear some of your commitments. • Let's have five or six people stand up and share steps you're going to take – and exactly when over the next week - to identify and develop a relationship with your spark champions.

Lesson #M1: How Your Brain Thinks Thoughts

Time: 50 minutes
Option adds 20 minutes

FOR GROUPS

Overview

This lesson is the first in a series of three lessons designed to promote a growth mindset in young people. It's important that the mindset series of lessons is framed in a way that communicates that we need young people's help to give advice about the growth mindset to other youth. Adults should avoid trying to "convince" young people about the growth mindset, but instead frame it as a forgone conclusion based on what we know about the brain. In this lesson, young people get an understanding of how the brain thinks thoughts, as messages are transferred from neuron to neuron through synapses. Through a PowerPoint presentation, a ball toss activity, and a short video clip, young people will learn about their brains and will be introduced lightly to the growth mindset. The lesson closes with a fun Brain Quiz Show that celebrates young people's new learning.

Note: For 10-13 year-olds, split this lesson into two sessions.

Objectives

By participating in this lesson, young people will:

1. Identify basic structures of neurons and how thought patterns and learning are conducted.
2. Define growth mindset.
3. List that the brain needs proper fuel, sleep and challenge for optimal growth.
4. Describe why challenge helps your brain.

Anchor Vocabulary

- *Neuron*- a specialized, impulse-conducting cell that is the basic unit of the nervous system, consisting of the cell body and its parts, the axon and dendrites.
- *Axon*- the long thread-like part of the nerve cell (neuron) that transmits impulses out from the cell body.
- *Dendrites*- the branching process of a nerve cell (neuron) that conducts impulses from other cells into its cell body.
- *Synapse* - the space where a nerve impulse is relayed from one cell to another through chemicals called neurotransmitters. The chemicals *transfer* nerve information across the synapse just like a boat carrying a message between two shores. The electrical impulse from one cell triggers a chemical release in the *synapse* (space), and the chemical flows across the space and triggers the next cell's electrical activity. The message flow is as follows: One cell's axon—to synapse——to next cell's dendrites.

Materials & Media

- Sound system or CD Player (and an upbeat song)
- Computer with MS PowerPoint installed
- One beach ball for each group of ten youth
- A timer
- LCD Projector
- Step-It-Up-2-Thrive Video Clip: Lesson #11: *Star Wars Clip*
- Step-It-Up-2-Thrive Video Clip: Lesson #11: *Neurons & Synapses*
- Step-It-Up-2-Thrive Digital Resources: Lesson #M1 PowerPoint: *How the Brain Thinks Thoughts*
- Optional: small prizes or treats for everyone who participated in the Brain Quiz Show
- Youth notebooks

Optional Materials: Food On the Brain

- Coloring page for younger youth (or use table tents – see below)
- Paper Plates
- Paper
- Markers
- Toothpicks
- Licorice (1 per participant)
- Cherry tomatoes or Marshmallows (1 per participant)
- Broccoli or Grape Stems (6 per participant)
- String Cheese or Spaghetti (10 strings per participant
- Neuron Table Tents (Place pictures of neurons with their parts labeled on table tents.)

Lesson Outline		Lesson Description
ENROLL (3 min)	Opening	**Build relationships with youth as they walk in the door. Use Four-At-The-Door! (Name, eyes, hand, heart)**
	Framing and Enrollment Questions	**Say:** **I'm going to ask you to stand up or sit down to answer each of the following questions:** • Stand up if you sometimes completely forget something you studied. • Sit down if you tried something hard and you gave up, because you couldn't get it. • Stand up if you thought you were good at something, but you didn't do as well as you expected. • Well, researchers have studied lots of youth like you around the world and they find that these problems are extremely common. **Slide #1: Title Slide**
EXPERIENCE (5 min)	Learning about the brain helps to deal with challenges.	**Ask Enrollment/Framing Questions:** • What we're going to talk about is based on research done to understand how young people can become more successful in their lives. • Many students like you have said that these were the most interesting and useful things they learned. • Believe it or not, the brain has a lot to do with success and we want to show you how to use it. • Before we start, do any of you ever think about your brain and how to use it best? Perhaps when you are studying or trying to do something well? (Facilitator solicits a few ideas. Someone might suggest they get sleep to help their brain learn.) **Slide #2: We Need Your Help** **Say:** • Excellent. We've learned a lot from some recent Stanford University research and now <u>we need your help</u>. • As scientists have discovered new things about the brain, they want us to <u>share these messages about success</u> with you, so you in turn will tell your peers. • These messages will mean a lot more <u>coming from you</u> than they will coming from adults like us.

		Slide #3: Kiesha **Say:** • Here's what some other young people had to say about the challenges they face… • Can someone read this for us? **Slide #4: Alan** **Say:** • Who can read this one? • So we can see that these are common problems. • Fortunately, lots of scientific research shows that these problems can be overcome by learning about the brain • We're going to start with a little movie clip that highlights two different mindsets…
EXPERIENCE (8 min)	Star Wars Clip (4 min) Debrief (4 min)	**Slide #5: Star Wars© Clip** **Show Step-It-Up-2-Thrive Video Clips: Lesson #11: *Star Wars © Clip*** **Process activity.** **Ask:** <u>What Happened?</u> • What did Yoda want Luke to do? • Why wasn't Luke successful? (Answer: Yes, he had an attitude that he couldn't do it.) • What was <u>Yoda's</u> attitude or belief? **Slide #6: The Growth Mindset** **Ask:** <u>So What?</u> • Obviously this movie is a fantasy, but does it remind you at all of real life? How? • Who can tell me about a time in your life when you had an attitude like Yoda, and showed a growth mindset about a challenge? • How did your growth mindset help you? <u>Now What?</u> • What advice would you give? To someone who says things like: o "Well, I'm just no good at math?" OR

		o "I could never become a good athlete." OR o "I'm just an angry person, so I'm not going to change…"
LEARN & LABEL (8 min)	Parts of the brain cell: the neuron See Option at end of lesson for additional activity on the brain	**Slide #7: The Growth Mindset (continued)** Facilitator reads and explains this slide that introduces the brain-is-like-a-muscle concept. **Say:** • Now we're going to learn about what's going on in your brain. • Please take some good notes from this PowerPoint, because at the end of this session, you'll use your notes for a Brain Quiz Show with prizes! **Slide #8: The Brain** **Ask:** • Here's a cool picture of the brain looking at it from the side. Anyone know why it has so many folds? (Answer: Those folds create more surface area for you to think, in that tight compartment called your skull. If we laid out those folds flat, your brain would be as large as a newspaper opened up.) **Slide #9: The Brain** **Say:** • So here's a diagram of a brain looking down from the top of your head. • Now let's drill down deeper and take a peek. **Slide #10: A Dense Network of Neurons** **Say:** • The brain, when you drill down deeper, is actually a dense network of brain cells, or neurons, that look like a circuit board on the computer. • Now let's drill down even further to look at just one neuron. **Slide #11: Parts of Neuron** **Say:** The diagram in front of you has a picture of one brain cell, a neuron, with its parts labeled. There are several important parts. • First, let's look at the *dendrites*. These tentacle-like structures reach out to receive chemical signals from other brain cells. Just like when you receive a tossed ball, you reach out hands to someone else and you send a signal of readiness. In a similar fashion, the brain cells have their own arms reaching out.

		• These dendrites change the chemical signal to an electrical one, which travels down the cell to the cell body. • Next you can see the *cell body,* which receives the signal and houses information. • Then, there's *an axon*. It's a long cable that carries the electrical signal from the cell body out to the space between cells. There, the electrical impulse becomes a chemical impulse to cross the space (synapse) to the next neuron. • When you think thoughts, this process repeats itself over and over—*chemical to electrical to chemical impulses traveling between cells.*
EXPERIENCE (8 min)	Activity (6 min) Debrief (2min)	**Beach Ball Toss** **Slide #12: Beach Ball Toss** **Say:** Here's a game. I'm going to throw a ball to one person in each group, who needs to throw it to another person in the group who is not next to him/her. The ball needs to pass through everyone's hands. Make sure you remember the order in which you passed the ball. Raise your hands the moment the ball has passed through everyone. • 1st time—say: "Ready, go!" Facilitator notes times of each group once hands are raised. • 2nd time—say: "I'm going to challenge all of you now to pass the ball around the circle again in the same order. Pass the ball and try to get faster tossing the ball around to everyone (facilitator records times). • 3rd time—say: "Wow. Look at how times improved. I am seeing that some teams are developing strategies to get even faster. "Let's try it a third time and race as fast as you can against the clock and other teams." **Process activity.** **Ask:** What happened**?** • Each time it got easier, right? (Answer: Each time was amazingly faster; learned patterns; tried different strategies; started to predict from experience; got in the "groove.")

LEARN & LABEL (2 min)	Back to PowerPoint	**Brain Content (continued)** **Slide #13: How Thoughts are Transmitted** **Say:** Let's look at this slide again of the brain thinking thoughts. This is all the electrical activity. • Did you know that your brain is the most complex 3-pound mass in the known universe? • Each neuron is connected to between one and one million other cells. Overall in your brain, there are over a trillion connections. • When you have a thought, signals go from one set of neurons to another at speeds as fast as 1000 feet per second. That's 680 miles an hour—the speed of a fast jet plane. • Then the brain turns those signals into thoughts or actions. **Ask:** • So What? (Answer: The more we practice something, the stronger we make those connections between brain cells.) **Say:** • When you try something new, it feels awkward and clumsy; practice helps your brain deepen dendrite connections with other neurons to make the pattern or activity easier. Just like a muscle, the neuron connections get stronger the more you do the activity.
EXPERIENCE (3 min)	Youth watch how neurons transmit signals.	**Slide #14: Neurons and Synapses Video** **Say:** • Here's a video of a leading brain researcher explaining how neurons work. • In this video, you will hear an additional vocabulary word called Synapse. • A synapse is the scientific name for the space between neurons. Remember we talked about the electrical signal reaching the end of the axon, where it changes to a chemical signal that flows across this synaptic space to the next cell. • You will hear how your brain cells connect with electrical and then chemical signals—over and over again, from one cell to another. **Show Step-It-Up-2-Thrive Video Clip: Lesson #11: *Neurons & Synapses*** **Ask:** • Who can explain what they saw in this video?

LEARN & LABEL (8 min)	PowerPoint	**Slide #15: Sending Signals** **Ask:** • "What part of the neuron receives messages from other cells?" Who knows the answer to this question? (Dendrites) **Say:** • Let's imagine what just happened in your brain. • Your eyes just read the words of this question and your ears heard the question. • The cells in your brain that are connected with your eyes and your ears take these words and transmit them in this electrical—to chemical—to electrical process to your reasoning center. Then the signal travels to other neurons that control your speech or hand movements if you were going to type the answer. (Reference to slide visual.) • How much energy do you think this takes up? **Slide #16: Energy Use of the Brain** **Say:** • The brain is the biggest energy eater in your body, burning about 30% of the fuel your body uses. **Slide #17: Your Brain Needs** **Say:** • With all that energy being used, your brain needs certain things to function well. • Fuel: Your brain needs healthy foods with Omega-3's such as Eggs, Nuts and Fish • Sleep: Your brain needs to recharge for at least 1/3 of each day (8-9 hours of sleep). If not, you forget things more easily. • Exercise: Movement and exercise increase breathing and heart rate so that more blood flows to the brain. A recent study found that walking actually improves memory. • Challenge: This is an important point. • If you don't use brain cells, you lose them. Nature has shaped adolescence as a particular time for making your brain stronger with challenge, and getting rid of brain cells that aren't used. • Scientists tell us that the more you challenge your brain, the more connections you grow between cells.

		Slide #18: When you work hard at something… • Read slide **Ask:** • Has anyone ever heard the phrase: "Practice makes perfect"? That's what happens in the brain when you practice. **Say:** • Everyone, turn to an elbow partner. Talk about one skill or ability that you'd like to improve over the next week or month; something that you can improve with practice, just like building a muscle. **Slide #19: What Does Brain Science Mean for Successful Learning** • Read slide. **Ask:** • If you just cram for a test the night before, and don't study the material except at the last minute, why is your brain likely to forget the knowledge when the test is over? (Answer: You didn't practice a lot and your brain didn't get enough sleep.) **Say:** • As another useful fact, when you space your practice over time, you will remember the information better. • Excellent, now we're going to have a quiz show so you can show off what you learned today.
REVIEW AND CELEBRATE (5 min)	Brain Quiz Show	**Brain Quiz Show** **Slide #20: (Brain Quiz show rules)** **Slide #21: What is a growth mindset?** Answer: The belief that your basic qualities and abilities are things that you can change and grow. **Slide #22: How does your brain think thoughts?** Answer: By sending messages across neurons. **Slide #23: Name four parts of a neuron.** Answer: cell body, axon, dendrites, axon transmitters **Slide #24: What are dendrites?**

		Answer: the branching process of a nerve cell (neuron) that conducts impulses from other cells into its cell body OR The part of the neuron that receives messages from other cells. **Slide #25: How are messages transmitted in your brain?** Answer: From an electrical signal along the cell's axon to a chemical signal in the synaptic space, that is picked up by the next cell's dendrites and transferred to the nerve body electrically. (Electrical to chemical pathway) **Slide #26: Name four things your brain needs to function well.** Answer: Fuel, sleep, exercise, challenge **Slide #27: How do challenges help your brain?** Answer: The more you challenge your brain, and practice at getting better at something, the easier and faster it is for the brain to find that information and do well at the challenge. **Slide #28: What three things would you tell your little brother or sister when they're studying for a test?** Answer: Practice several times, space their practice over time, get plenty of sleep, etc. Optional: **Offer prizes as a reward to all teams for their effort.** **Say:** • Excellent work today. All this info you learned will be really valuable when you write your letters giving advice to other youth.

Options:

Food on the Brain – Optional Activity with Slide #11:
Time: 20 minutes

Purpose for activity: To illustrate different parts of a neuron and how the brain thinks thoughts.

Key Messages:

1) Did you know that you can shape your own brain? New research shows how the brain works and what you can do to reach your full

potential. There is rapid brain growth in adolescence.

2) The brain thinks thoughts by sending electrical and chemical impulses along pathways of brain cells called neurons. Neuronal pathways grow stronger cell connections each time you repeat a thought or action.

3) Challenge is good for your brain. Your brain is like a muscle: it grows stronger neuronal connections with challenge and effort.

Overview:

In this activity, young people identify the basic structures of neurons and how thought patterns and learning occurs. They build neurons with food to help them learn the basic structure of a neuron.

Facilitator's Guide:

Ask:

- Did you know that you can shape your own brain?

Say:

- New research shows how the brain works and what you can do to reach your full potential.
- In adolescence, you have a unique opportunity for rapid brain growth. Therefore, let's learn about how the brain thinks thoughts and what you can do to shape your brain.
- Your brain thinks thoughts by sending electrical and chemical impulses along pathways of brain cells called neurons. Pathways grow stronger cell connections each time you repeat a thought or action.
- To do this, we will be building our own neuron models out of food! You will be given four different types of food so that each food item can be used for a different part of the neuron.

Facilitator discusses diagram:
Say:

- The diagram in front of you has a picture of one brain cell, a neuron, with its parts labeled. There are several important parts:
  a) First, let's look at the ***dendrites*.** These tentacle-like structures reach out to receive chemical signals from other brain cells. Just like when you receive a tossed ball, you reach out hands to someone else and you send a signal of readiness. In a similar fashion, the brain cells have their own arms reaching out.
  b) These dendrites change the chemical signal to an electrical one, which travels down the cell to the cell body.
  c) Next you can see the ***cell body*,** which receives the signal and houses information.
  d) Then, there's ***an axon*.** It's a long cable that carries the electrical signal from the cell body out to the space between cells. There, the electrical impulse becomes a chemical impulse to cross the space (synapse) to the next neuron.
  e) When you think thoughts, this process repeats itself over and over—***chemical to electrical to chemical impulses traveling between***

cells, at a speed that is faster than a jet airplane. (680 miles an hour.)

For younger youth, there is the option to color the picture, as they plan how to build their neuron with vegetables. (See additional handout).

- Build food neurons using the following types of food as examples: licorice for the axon; marshmallows/cherry tomatoes for the cell body; broccoli/grape stems for the dendrites; and spaghetti/string cheese for the axon transmitters.

Say:

- After building your food neuron, label each part of the cell with toothpick flags or label the plate and draw arrows to the cell body, dendrites, axon, and axon transmitters.
- Each time you repeat a thought or put effort into something, your dendrites grow a stronger web of connections with other cells that represent that thought pattern. Therefore, just like a muscle, your brain grows stronger with challenge and effort.

Processing Questions

What happened?

- How are messages transmitted in your brain? Ask for responses using all four parts of the neuron labeled in the food model. Listen for understanding of key messages.

So what?

- Why is it important to learn about how the brain thinks thoughts? (Answer: Because you can shape your own brain to better reach your full potential. The brain likes challenge. Your brain is like a muscle that grows stronger with challenge and effort. The more you practice a thought or action, the more your neurons form dense connections that make those thoughts or actions easier.)

Now what?

- Can you identify some challenges that, with practice, could help you in the rest of your life?

Lesson #M2: Why the Brain is Like a Muscle **Time: 50 minutes**

FOR GROUPS

Overview

This lesson is the second in a three-lesson series, which mirrors the proven Growth Mindset intervention of Dr. David Yeager and Dr. Carol Dweck at Stanford University. The lesson, *Why the Brain is Like a Muscle*, compares the brain to a muscle that grows and changes through effort, strategies and seeking help. The facilitator will more likely shift youth beliefs to growth mindsets by operating as if all youth in the room believe in a growth mindset. The facilitator is advised to not explicitly try to convince youth to have that belief, but rather, allow the brain facts to work their wonder.

Youth think about what success means and they share their experiences in pairs. They hear true stories about people who changed their brains. Young people are introduced to the language about Fixed and Growth Mindsets. They learn that challenge is good for the brain and how challenge strengthens brain connections. Youth learn that intelligence and ability is shaped by challenge.

As an option, with an additional six minutes, youth observe Sarah Kay delivering a stirring poem on-stage. Her verbal imagery personifies a growth mindset.

Objectives

By participating in this lesson, young people will:

1. Understand that the brain is like a muscle that grows stronger with effort, trying strategies and seeking help.
2. Define fixed and growth mindsets.
3. Identify benefits of a growth mindset and apply a growth mindset to intelligence, personality, and physical ability.

Anchor Vocabulary

- *Fixed Mindset* - The belief that your intelligence and personality cannot be fundamentally changed.
- *Growth Mindset* - The belief that your basic qualities and abilities are things that you can change and grow.

Materials & Media

- Computer with MS PowerPoint installed; projector, screen, speakers
- PowerPoint: *Why the Brain is Like a Muscle*
- Video Clip: *Two Axons from the Eye*
- Scientific Article: *You Can Grow Your Intelligence*
- Optional Video Clip: Sarah Kay delivering her poem, “Point B.”

Lesson Outline		Lesson Description
ENROLL & EXPERIENCE (11 min)	Door Greeting (2 min)	**Build relationships with youth as they walk in the door. Build relationships with young people as they arrive. Use Four-At-The-Door! (Name, eyes, hand, heart)** **Say:** • Last time, we learned about how the brain thinks thoughts. In today's session, we'll learn more about the brain and hear true stories of how it changes and grows stronger with challenge.
	Enrollment Activity: "I'm Good at It!" Pair/Share: Describe Activity that they do really well. Writing (1 min)	**Activity: I'm Good at it!** **Say:** • Let's start off by getting into Pairs, with a person sitting next to you. • I'd like each of you to think about some task or activity that you do really well. (It might be making peanut butter and jelly sandwiches or fixing hair. Anything you want.) • Take a minute to <u>write the activity down</u>, because you are going to <u>share it with your partner</u>. • Now, describe the activity to your partner, and what you did to become so good at it. • Then we'll switch, and the other partner will share their activity. • <u>Listen carefully</u>, because I'll ask some of you to <u>repeat back what your partner said</u> about how you became good at the activity.
	Pair share (4 min) Debrief (4 min)	**Allow youth four minutes to share, with a reminder to switch partners at the midpoint.** **Debrief: Ask three or four youth to share what their partner said.** **Ask:** • Would some of you share your partner's story? • What was the activity? • How hard do you think your partner had to work to become really good? • What strategies did he/she use? • Did you he/she mention getting any help? Partner….did you get any help?

		Slide #3: The Truth About Success Facilitator reads slide and explains. **Say:** • The researchers like to say that it takes effort, strategies and seeking help to improve. • Malcolm Gladwell wrote a famous book about highly successful people. • He points out that people like The Beatles put in 10,000 hours of practice to become great at what they do. • They didn't start out as geniuses; they worked hard at becoming great. • The Beatles, used to play eight-hour shows to improve their playing. • Wilma Rudolph, an Olympic gold medalist in track and field, was paralyzed as a child, but she put in at least 10,000 hours of practice to go on and win three Olympic gold medals. • Well it's good to know that effort, strategies, and getting help really does pay off. • Now let's look at some slides that show how the brain is like a muscle.
LEARN & LABEL (25 min)	Powerpoint*: Why Your Brain is Like a Muscle*	**Show PowerPoint and Deliver Lecture** **Say:** • Let's quickly review some brain anatomy from the last lesson. **Slide #4: Review From Last Session** Answers: 1. Neurons, neurons 2. Information or signals 3. Eating, sleeping, challenging **Slide #5: Review: Parts of a Neuron** **Ask:** • Who remembers the parts of a neuron? • Answers: cell body, axon, dendrites, axon transmitters **Slide #6: How the Brain Learns** Facilitator reads slide and explains. **Slide #7: The Brain Muscle** Facilitator reads slide and explains.

		Say: • Let's look at some scientific experiments that show that the brain is like a muscle. **Slide #8: Rat Study** **Say:** • Scientists at UC Berkeley took twin rats and put half of them in an empty cage with just food and water. • They placed the other half of rats in a rich environment, with puzzles, toys and exercise equipment. • After some time, they took out the rats and weighed their brains. • The rats that were in the cages with all the toys actually had 10% heavier brains. **Ask:** • Why do you think this happened? • This is great for rats, but what about humans? Do their brains also grow? **Slide #9: Guerilla Fighters Study** **Say:** • A team of leading brain researchers took a group of Spanish-speaking guerrilla warriors who were completely isolated since they were young. They had never seen books and did not have any education. They didn't know how to read or write. • After the war, and to help them readjust into society, the scientists worked with them and taught them how to read. • A couple of years after the classes, they measured their brains and just like the rats, their brains grew in the "reading areas," compared to the people who were not taught how to read. **Slide #10: Cabbies Study** **Ask:** • Has any of you ever been to London? If you want to figure out where you're going it's one of the hardest cities in the world. **Say:** • The streets are a tangled mess and there are almost no grids. • Scientists carried out this famous study with London cab drivers. • They measured the Hippocampus - the area of the brain that remembers information about places - in London cabdrivers and compared them to other people. • The cabbies' brains were bigger, and the longer they were on the job, the bigger this area

of the brain became!

- This shows that learning and practicing this skill made that area of their brain grow.

Slide #11: Phineas Gage

Say:

- I'm going to tell you a story. At the end I'd like you tell me if you think it's a true story or a made up story.
- A man named Phineas Gage was a very successful railroad worker over 160 years ago, in 1848. He had a "well-balanced mind" - he worked quickly, was patient, planned ahead, and was very good at business.
- All of this changed one day when an accidental gunpowder explosion sent a large iron spike through the front of his face!
- It went through the frontal lobe of his brain. Fortunately, his injury healed pretty quickly and he did not die from the accident. But he was left without most of the frontal lobe in his brain.
- Since the frontal lobe controls things like planning ahead or keeping your emotions under control, then without the frontal lobe, he had very little self-control.
- Instead of being able to be a good businessman and being able to bite his tongue when he was angry, he would insult people, would say things that were mean, and he did not have any patience.
- Later in life he stretched his brain, formed new connections, and created new pathways – even though his frontal lobe never grew back!
- It took a long time, but he grew his self-control pathways. He no longer had angry outbursts, he was no longer mean to people, and was able to have more patience.
- Do you think the story was true or false? (Answer: It's true.)

Slide #12: Forming New Connections by Working on Challenges

Say:

- The next time you are faced with a challenge and you are struggling to learn something, remember:
- Challenge is a good thing!
- Everyone reach out their arms and stretch them:
- This is what your dendrites are doing when faced with a challenge.
- Imagine your dendrites as they stretch and grow in number, making stronger, thicker connections that can take in more information.

		Slide #13: Forming New Connections (continued) **Say:** • Even when you don't feel like you're getting it, your brain is growing more connections… • I heard a story about a student at _____ University. • She was taking really hard math classes, but what helped her overcome her anxiety, is that when she did her math homework, she imagined that she was going to the brain gym. • If there were no weights on the machines, how could she get stronger? • Things need to be challenging (or heavy like weights) for brain to get a good work out. **Slide #14: Brain Video: Two Axons from the Eye** **Say:** • Now we're going to show you real-life footage of two eye axons stretching to make connections. **Facilitator shows video: *Two Axons from the Eye*.** **Say:** • So again here, we see how your brain makes connections in live moments, through effort. • Whenever you are struggling to learn something, remember that your brain is growing these connections. **Slide #15: The Growth Mindset** **Say:** • This belief is called the growth mindset Facilitator reads definition. **Say:** • Sometimes a young person comes back to us and says, "Hey, I listened to what you said and tried REALLY hard and still didn't succeed." • We let them know that just putting out a lot of effort doesn't do it. • You can flap your arms all you want, but you're not going to fly. • The trick is to put in the effort, the right strategies, and get help from others. **Slide #16: Fixed and Growth Mindset** **Say:** • Unfortunately <u>some people outside of this room</u> have a fixed mindset.

		Ask: • What kind of fixed mindset things have you heard other people say? **Say:** • They believe that you are born an "artistic person" or a "math person" or a "natural athlete" right? People think they can't really change those labels. **Ask:** How do you think the brain responds to words of "I can't?" (It shuts down the creative side that develops strategies and solutions.) **Say:** • Luckily we have proof that your brain can grow and change, and even people's mindsets can change from fixed to growth. **Slide #17: Mindset: Many Aspects** **Say:** • Mindset can affect many parts of your life. • Like the rats and guerilla fighters, you can grow your brain to become better at math, writing, or any kind of academics. • Professional Surfer Bethany Hamilton, featured in "Heart of a Soul Surfer", lost her arm to a 14-ft. Tiger shark in Hawaii in 2003. She was 13 years old and got right back on her board one month post-attack. She re-taught her brain how to balance without an arm. You have amazing ability to grow your physical skills. • Like Phineas Gage who changed his ways, you have amazing ability to grow aspects of your personality.
LEARN & LABEL (8 min)	Scientific article: reading lends credibility & reinforces concepts.	**Handout Scientific Article: You Can Grow Your Intelligence** **Slide #18: Scientific Article** Facilitator reads slide and explains. **Say:** • Please take 4 minutes to write down your answers. **Allow 4 minutes to pass. Ask the second partner to ask the same questions.** **Ask a few young people to share what they wrote.**

DEMONSTRATE (6 min)	Self-persuasion in pairs.	**Fixed Mindset Statements** **Say:** • Now we're going to give you chance to convince your peers. **Slide #19: How would you answer these "Fixed Mindset" statements?** **Say:** • Please get into pairs. • I'm sure you're partner doesn't believe this, but imagine that they do. • Try and convince your partner by teaching them what you've learned. • Partners, act this out for real. If you are really being convinced give us a thumbs up. • Then we'll switch and have the other partner do the convincing. **Allow 2 minutes to pass for each partner.** **Say:** • Ok, whose partner did a really good job of convincing them? • Excellent, come on up and try to convince me. **Reward all with a round of applause. Thank youth for a good session.** **Slide #20:** **Say:** • In closure, life is a set of challenges. • Thinking Growth Mindset helps people reach their goals.
REFLECTION (Optional—with 6 min. extension)	Video-Clip of Sarah Kay, Poet (3 min) Debrief: (3 min)	**Video Clip: Sarah Kay, Poet** **Say:** • Let's close by watching a famous current-day poet, 23-year-old Sarah Kay, as she acts out her poem. It starts out with: If I had a daughter, instead of "Mom," I'd have her call me "Point B." Listen closely for Point B's advice about life's challenges. **Debrief:** <u>What happened in the poem</u>? (Answers: Life full of challenge; hands out wide-seeking help; give life a lot of effort; don't quit, just keep going at it just like the ocean.) <u>So What</u>? • As you go forth with life's challenges, remember Point B.

Option:

- Use video clip of poet Sarah Kay, for discussion. (6 min)

Lesson #M3: Mindset: What Mindset Means to You **Time: 50 minutes**

FOR GROUPS

Overview

This is the third lesson in the Mindset Series that helps young people believe that their brains are malleable. Instead of attempting to persuade young people directly, this lesson focuses on how young people can help others learn about a growth mindset. Youth take time to practice positive thinking, to advise a grandmother, and finally, to produce a letter or videos that give advice to next year's youth.

In order to promote a growth mindset among young people, we avoid persuading them directly. As Professor Elliot Aronson shows, "…direct attempts at persuasion typically produce such small effects..." He goes on to point out that, "…one of the most powerful paradigms …has been referred to as *counter-attitudinal advocacy*, wherein people are induced to try to convince others of the rightness of a position that differs from their own privately held belief."[1]

Objectives

By participating in this lesson, young people will:

1. Advise other youth about why a growth mindset is true and helpful.
2. Advise about the benefits of a growth mindset.
3. Teach growth mindset as it relates to brain science.
4. Advise growth mindset as it relates to intelligence, personality, and physical ability.

Materials

- Projector and computer; sound system; paper & pencils
- Video Clip: *Michael Jordan Video*
- Youth notes from earlier Mindset lessons
- Costume prop for grandmother (optional); Cookies or other treats for Cookie Party (optional)
- Brain Toolkit
- Advice Letter Worksheet

[1] Aronson, E. (1999). The Power of Self Persuasion. *American Psychologist*, *54*, 875-884

Lesson Outline		Lesson Description
ENROLL (2 min)	Door Greeting Enroll youth into helping others.	**Build relationships with students as they walk in the door. Build relationships with young people as they arrive. Use Four-At-The-Door! (Name, eyes, hand, heart)** **Slide #2: We need your help!** • Today we'd like your help in advising next year's youth about Growth Mindset. • We know it's one thing for adults to give advice to youth, and quite another for young people to hear tips from each other. • We need your help today, to deliver a really clear, entertaining, and compelling message. • We'll have some fun getting our message clear, and then you'll write letters of advice to next year's youth. • We'll end this session with a cookie party to celebrate our efforts.
ENROLL (2 min)	Youth give labels to famous Americans.	**Slide #3: What labels would you give them?** • (Ask youth to give labels for the person described in each statement.) • It turns out that in each example, these are the same people. • Who can guess who each of two people are? (Answer: Thomas Edison, Michael Jordan) • In fixed mindset, we use labels to explain everything. • All we tend to look at is the outcome. But, we really need to look at the process. • Only with a growth mindset do we stick with a goal and understand that failure is a pathway to success. • Let's watch this short video about Michael Jordan, a famous basketball NBA star.
EXPERIENCE (3 min)	Video Clip: Michael Jordan	**Show Michael Jordan Failure Nike™Commercial.** **Slide #4: Michael Jordan Video** • What did you see and hear in this video? • What do you think Michael Jordan's beliefs are about failing? • What is Jordan's mindset? • Did you know that people used to say that Michael Jordan's brother was going to be the basketball star. • They used to say that his brother was the "natural athlete."

		• In fact Michael got cut from his high school basketball team. • He once missed a free throw at the buzzer and then stayed after the game for six hours shooting free throws over and over again. • He was always the first at practice and the last to leave. • He definitely put his 10,000 hours to get to mastery.
LEARN & LABEL (5 min)	Youth study a portion of the Brain Toolkit to prepare for convincing another.	**Handout: Brain Toolkit** **Say:** • In a few minutes you all are going to have a chance to convince an older grandmother about the growth mindset. • To get ready for that, I'm going to give you just 5 minutes to study the section called "The Growth Mindset." • On your marks, get set, go!
LEARN & LABEL (12 min)	Youth convince "a grandmother about the benefits of a growth mindset.	**Slide #6: Grandmother Persuasion** **Say:** • This grandmother has heard about your crazy ideas about "How people can change." • They learned when they were growing up, that "People are just born a certain way and they don't have a great ability to change." • We'd like you to help them learn about how people can change fundamental things about themselves. • I'm going to play the part of a Grandmother. • You all are going to take turns trying to convince me that people can change. • Each group will only have about 2 minutes to convince me. • In a minute, we're going to break into teams of five to answer these questions. (Please be as specific as possible and you use all your notes to help you: **Facilitator writes these questions on the board.** 1. What is a growth mindset? 2. What evidence do you have that people can change? (Give real examples.) 3. Why would this be helpful to the Grandmother?

	Groups answer questions and plan. (5 min) Each group convinces facilitator. (2 min/group) Debrief	Facilitator breaks the group into teams of 3-6 so that there are no more than 4 teams**.** **Groups have 5 minutes to answer their questions.** They write the answers on paper to plan how they will convince the Grandmother. **Facilitator wears any props (optional).** Facilitator allows 2 minutes for each group to come up and make a convincing case. Facilitator plays ignorant, skeptical, and tries to poke holes in the arguments. The facilitator doesn't get convinced too easily. Facilitator solicits a round of applause for all and debriefs the activity. **Say:** <u>What happened?</u> • How did it feel to try and convince "Grandmother?" • Was it easy or hard? <u>So What</u> • What were some of the most convincing arguments? <u>Now What?</u> • What do you think you might remember if you had to do this again?
DEMONSTRATE & REVIEW (20 min)	Youth write letters to convince other youth that people can change with effort and good strategies. Instructions (2 min)	**Slide #8: Advice Letters!** **Say:** • Now we're going to participate in the most important part of the day. • In your same groups, write <u>real letters</u> that we will share with next year's youth. • Imagine if your <u>little brothers or sisters</u> were in this group next year. • What <u>advice would you give them about mindsets</u>? • Your first step will be to plan your presentation by using this <u>Advice Letter Worksheet</u>. • On the worksheet, you'll <u>outline what you want to say,</u> in at least <u>three paragraphs.</u> • Use <u>your notes and handouts</u> to help you come up with a convincing message. • You'll have <u>fifteen minutes to write your letter</u>. • <u>Be creative</u> and convincing. • When you are done writing, we'll ask a few of you to share what you wrote. • My own piece of advice is this: As an example, if you want to use the Phineas Gage story, In your letter (or video), you shouldn't say, "You should really believe this because of Phineas Gage…" Instead, <u>tell the specifics</u> of that story so that next year's group knows what you are talking about.

	Writing (15 min) Reading/clearing up of misconceptions (3 min)	• What questions do you have? **Facilitator hands out the Advice Letter Worksheet** **Youth are allowed fifteen minutes to write.** Facilitator moves from group to group, giving advice. **Facilitator asks several youth to read their letters, and clears up any misconceptions** in the letters. Give each reader a round of applause.
CELEBRATE (5 min)	Youth celebrate their learning.	**Cookie Party!** Handout cookies (or other treats) and congratulate youth on a job well done.

Developed by Thrive Foundation for Youth. Creative Commons Attribution-Noncommerial-Share Alike 3.0. U.S. License. 2010. This document can be shared and adapted by users for educational, non-commercial purposes.

Lesson #T5A: Amygdala— the Emotional Elephant **Time: 50 minutes**

FOR GROUPS

Overview

This lesson covers Session One of Emotional Competence—an indicator of thriving. Young people begin the lesson thinking about this emotional elephant called the Amygdala. The Amygdala connects the brain with the senses and is the brain's center for emotions. It is commonly in a tug-of-war with the Pre-Frontal Cortex of the brain, which is the zone of reason or judgment.

In the lesson, youth start out by watching a tug-of-war video of an Emotional Elephant and it's rider, in Sri-Lanka. As the session progresses, each young person draws a cartoon of a recent scenario where his/her own Elephant won the Tug-Of-War with the Rider. These cartoons are shared anonymously and form the basis for Freeze Drama in Session Two of Emotional Competence.

The lesson concludes with a short clip of Dan Heath, author of *Switch: Change When Change Is Hard*, talking about the Chocolate Chip Cookie and Radish Experiment that demonstrates self-control is an exhaustible resource.

Goal

Youth learn that regulating one's emotions is fundamentally tied to life success, and they form the intention to grow that skill during the adolescent opportunity of vast brain growth.

Objectives

By participating in this lesson, young people will:

1. Learn scientific research about the emotional region of the brain (Amygdala) and common tug-of-wars with the judgment center (Pre-frontal Cortex).
2. Reflect upon their own experiences when their emotions overcame reasoning.
3. Unpack the meaning of emotional competence as an indicator of thriving.
4. Identify personal growth opportunities and research-based tips for growing emotional competence.

Vocabulary

- *Emotional Competence* — the ability to identify and mange one's emotions. (This includes knowing how to nourish your emotional state, the ability to take turns, delaying gratification and coping with failure and loss. It also involves knowing how to control impulses, use good judgment and adapt emotions in response to others' emotions and reactions.)
- *Delayed gratification* — the ability to wait in order to obtain something you want. Also called impulse control or self-control or willpower.
- *Amygdala*— Center for emotions. The almond-shaped mass just above the ear, deep inside each brain hemisphere.
- *Frontal Cortex*— front part of brain. Organizes thoughts and actions for reaching goals; makes decisions and moderates or controls social behavior.

Materials

- *Powerpoint: Amygdala, the Emotional Elephant*
- *Video Clip: Emotional Elephant in Sri Lanka*
- Paper, marker pens, pencils to make cartoons.
- *Video Clip: Self-Control Is Exhausting (Facilitator watches ahead to insure it's age appropriate.)*
- *The Elephant Inside Us* Handout

Developed by Thrive Foundation for Youth. Creative Commons Attribution-Noncommerial-Share Alike 3.0. U.S. License. 2010. This document can be shared and adapted by users for educational, non-commercial purposes.

Lesson Outline		Lesson Description
ENROLL (5 min)	Door Greeting Set the Stage Enrollment Question	Facilitator shows slides from PowerPoint *Amygdala: The Emotional Elephant!* Slides used as appropriate to make points. **Build relationships as young people walk in the door.** **Slide 1: Your Brain's Emotional Elephant** • Today we're going to talk about Amygdala—the Emotional Elephant. Has anyone ever heard of the Amygdala? • This is an almond-shaped mass of cells just above your ear and deep in your brain. • Scientists have learned some interesting facts about the Amygdala. It is the emotional center of your brain. It's as strong as a 5-Ton Elephant that wants its way. • Today, I want to share some facts and give you some tips about managing your emotions, which I'll bet none of your friends and none of your parents know. Interested? • This work today will lead to drawing cartoons and performing them in something called Freeze Drama, at our next session.
LEARN & LABEL (3 min)	Tug-Of-War (3 min.) Show Video Clip:	**Slide 2: The Tug-Of-War between "Free-Will" and "Free-Won't!"** • The Amygdala is often in a tug-of-war with your reasoning center that is in the front of the brain. • Your Amygdala is the center of your desires and feelings or what we call your "free-will". Any one ever heard of that phrase, "I want to do it of my own free-will? What does that mean to you? • The Front Lobes are the center for your logic, your reasoning or what we call judgment. It loves to say to you "You <u>should</u> do this." It <u>puts the brakes on the emotions.</u> The Amygdala is the <u>Free-Will</u> center and the frontal cortex is the <u>Free-Won't</u> Center. • Ever talk to your self and had a tug-of-war between what you should do and what you just "feel" like doing? That's this tug-of-war. It happens to all of us.

EXPERIENCE (8 min)	Emotional Elephant (1.19 min.) Tips: Smoothing the Path	**Slide #3: Who Wins In A Tug-A-War with a 5-Ton Elephant?** Facilitator shows video clip. **Say:** • Wow! Feelings of human beings, in that Amygdala, are very strong and just like that 5-Ton Elephant. **Ask:** • In a Tug-Of-War with your Emotional Elephant, who wins? The Elephant and not the rider, right? • When the Elephant was rampaging, did you notice what the riders did to get that elephant under control? • (Possible answers: Prodded him with sticks; stayed out of his way until he calmed down and the rider could re-control him; tried persuasion.) **Say:** • So, scientists have studied human beings to learn tips or tricks for how some human beings control their emotional elephants to get their life goals. There are ways to help that emotional elephant <u>want</u> to go in the direction you set. We call it: "Smoothing the path for the elephant."
DEMONSTRATE (20 min)	Draw Cartoons of Tug-A-Wars. (15 min)	**Slide #4: When is it hard to control your emotions? Cartoon Time** Facilitator gives instructions for making a cartoon drawing, similar to a storyboard. **Say:** • Now let's make cartoons. I want each of you to think about Emotional Competence and draw a cartoon of some exact scenario that happened recently, where you were in a Tug-Of-War between your Emotional Elephant and your reasoning Rider. Think of a scenario where your Elephant won the war and the Rider lost. • Make <u>3 frames</u> of the cartoon: Frame #1: Pre-Elephant Rampage; Frame #2: Elephant Rampage Frame #3: Post-Elephant Rampage. • Label your cartoon with cartoon labels so someone else can understand the cartoon. • Every frame must show what the Elephant said in your head and what the Rider said in your head.

	(5 min)	• Keep it anonymous. I will be collecting them and using them tomorrow for our Freeze Drama. **Say:** Sharing of Cartoons (if time allows; can also be shuffled and repeated several times.) • Now, I'll collect all the cartoons, shuffle them and pass them out again. • Everyone read a cartoon that you didn't do.
EXPERIENCE (8 min)	Video: *Self-Control is Exhausting!* (4 min. video; 4 min. discussion)	**Slide #5: Self-Control is Exhausting!** **Say:** • These cartoons might have stirred something up in terms of how hard it is to resist that chocolate cake or how easy it is to get angry at your Mom when she gives you advice. • Let's watch this clip we call: Self-Control is Exhausting! **Ask (**Post-clip): • What interests or surprises you about this chocolate chip and radish experiment? • Can you relate this challenge of self-control to your cartoons or your own life? **Say:** • Self-control takes lots of practice and effort to become less draining. And, there are some tips that we'll begin talking about now and in the next session.
LEARN & LABEL (3 min)	Share Tip #1: Ask for Help!	**Slide #6: Ask for Help When Pulling on Elephant's Reins** **Say:** • As a first trick, The Rider asks for help when he is pulling on his Elephant's reins. It's okay to acknowledge it's hard. • The Rider doesn't let his ego get in the way of asking for help. • Those who meet their life dreams combine effort, with seeking help from others. **Ask:** So, what's Tip #1? (Group chorus: Ask for help.)

REFLECTION (3 min)	Partners reflect on what was learned.	**Slide #7: Find a partner. Together, discover facts you will use from today…** Facilitator might distribute the article: Elephant Inside Us, and have elbow partners highlight what was new, interesting or useful in today's discussions. Thank young people for participating.

Lesson #R1 Dreams & Dream Thieves	Time: 50 minutes

FOR GROUPS

Overview

Young people have ideas for their future. They will often reply to adult queries about dreams with: "I want to go to college," "I want to be a doctor," or "I want to have a big house and two nice cars". However, their daily actions may not be leading to their dreams. This disconnect is an indicator that 1) young people are not actually motivated by the dreams they speak of, or 2) they don't have a realistic sense of what it takes to pursue and accomplish their dreams, or 3) they don't really see themselves as capable of doing what it takes to pursue and accomplish their dreams, and/or 4) they are overwhelmed by, or completely thwarted by, the various barriers that threaten their dreams.

Young people are better equipped to intentionally and effectively pursue their dreams when they are encouraged to articulate their dreams *and* the plans for achieving their dreams as well. Skilled mentors need to take the time to understand the specific dreams that young people hold *and* some of the obstacles that they are experiencing in pursuit of them.

Goals

1. Identify career dreams & unpack dreams.
2. What does it take? Identify links to grades, attendance, H.S. graduation, post-HS training or education.
3. Face the reality of circumstances. "Expose truths." What makes youth want to close their eyes?
4. Identify dream thieves and how to make dreams louder.

Objectives

By participating in this lesson, young people will:

1. Articulate personal dreams and feel incentivized to explore steps to achieve them.
2. Understand & identify Dream Thieves.
3. Identify specific steps to avoid/overcome Dream Thieves.

4. Identify strengths and resources in order to develop plans for progress towards goals.

Anchor Vocabulary

- *Deferred* - withheld
- *Dream* - a visionary creation of the imagination
- *Dream Thief* - people, choices and actions that tend to distort, sabotage, or rob young people of their dreams or goals
- *Forgiveness* - to give up feelings of resentment
- *Goal* - the end point of a directed effort
- *Tolerance* - accepting of beliefs or practices different from one's own
- *Vision* - a thought or concept formed by the imagination

Handout

- *Dreams and Visions Handout*

Developed by L.I.P with support from Thrive Foundation for Youth. Creative Commons Attribution-Noncommerial-Share Alike 3.0. U.S. License. 2010. This document can be shared and adapted by users for educational, non-commercial purposes.

Lesson Outline		Lesson Description
ENROLL (5 min)	Quote of the Day stimulates reflection about subject	Quote written on board or flipchart. Facilitator greets youth as they arrive, encouraging a sense of belonging. Facilitator encourages quiet reflection and then discussion about the quote. The purpose of the discussion is to value and lift up dreams. *Quote:* "Without vision, people perish."
EXPERIENCE (15 min)	Dreams called out by youth and what is needed to get there	Ask young people to call out their future employment or life dreams, and list their responses on a board or flipchart in no particular order. Leave enough room to add a sentence to the right ofeach response. *Note: Do not censor responses.* Once the list is complete, organize similar careers together (e.g., medical careers, athletes, entertainers) by simply drawing a line around the similar dreams. Discuss with youth what's needed to make these dreams a reality. Select a career and together with youth, map out the necessary requirements. Do this exercise with a couple of professions. *Examples include:* • Doctor - 4 years of high school, 4 years college, 8 years of medical school; good grades. • Basketball Player - 4 years of high school, at least one year of college (for scouting); C average for college; exceptional skills/discipline; and a back up plan. • Construction worker - job training , certification, GED, High school diploma. • Facilitator – share your personal story. • Hustler/Pimp etc. *Note: Inevitably, youth will call these occupations out. Do not ignore these comments, but rather, ask youth to define what it is and what it will take to get there. What skills do they need? What education? Is the occupation sustainable with higher probability of incarceration, horrible diseases or death? Say: Later we will explore our moral compass as it relates to our dreams.* • *Mother - ask for a timeline. When in her/his life? What does the youth want to be able to provide for her/his child? How does one get to this place of being able to provide?…etc.*

	Dream Back-Up Plans discussed	**Say:** • Most successful plans have a fallback or backup plan. • For instance, as a professional athlete, what happens if you break a leg, on or off the field? Most athletes need knowledge and skills outside of their athletic talents (e.g. entertainment or business) to support them when their athletic career is over. • A rapper needs a plan until he is discovered, as well as a plan after the career slows down.
LEARN & LABEL (10 min)	Dream &Vision definitions discussed	Facilitator passes out the *Dreams and Visions* Handout and asks young people to read the dream and vision definitions. Facilitator encourages young people to discuss the meanings. Additional prompts for conversation will allow young people to develop a deeper understanding of these terms. **Say (Prompts):** • What is the difference between a dream and a vision? Do you need both? Why/why not? (One answer: Dreams might be still in a "sleepy" state, while vision is the ability to plan with imagination and wisdom to reach the dream.) What purpose do dreams and vision have in life? How can they impact you? • How does the combination of imagination and wisdom help with a dream? **Explain some answers:** • Imagination is bigger than today; it doesn't exist yet. • Wisdom grounds an idea in reality and gives you logical steps to get there. • For example, you can have a vision to be a doctor (using your imagination), but wisdom will help you implement the steps to get there. Wisdom will help you decide to be something else if you can't stand blood…or cannot succeed in science. Wisdom will also enable you to work harder – to persevere – and to succeed even when things get challenging. **Ask:** • Do dreams remain the same or change during one's life? What about visions? Why/why not? Facilitator asks youth to reflect on Dreams & Visions Handout questions and write down a summary of that reflection.

LEARN & LABEL (15 min)	Reality-Check Begins	**Say:** • Now I want you to call out the things that could "steal" your future employment or life dreams. • We call these stealers the "dream thieves". Examples include: gangs, friends that lead to danger; drugs, alcohol, unaddressed anger, fear or pain, family, dropping out of school, bad behavior, "I don't care" attitude. After dreams and dream thieves are brainstormed, facilitator points out that no one mentioned "drop out of school", "go to jail", or "die early" as dreams for their future. Lead a discussion on dream thieves, using these questions and prompts from youth: **Ask:** • How many people in your life do you know who are living their dream? What do you think got in their way? • Do you think that most of the people in prison didn't have a dream, or was it stolen? Explain. • Do you think most people who are achieving their dream just fell into it? Was it an accident? Explain. • How is it that so many people from our community, family, and friends end up so far away from their dreams? • How do we learn from their mistakes?
REFLECT (5 min)	Conclusions drawn.	**Quote**: *"Don't be afraid to close your eyes & dream; but you have to open your eyes to see."* Facilitator posts quote for reflection and asks for youth interpretations. **Close with saying:** • I want to help you all decide you will not dream thieves, in this setting. • And, please be open to reminders of your dreams. (This can be used daily, weekly etc.)

More Options: Youth draw and label their "Day in the Life of a Dream"— ten years out. They create a movie name, genre, actors, theme song or story.

Lesson # R3 Fearship/Friendship	Time: 50 minutes

FOR GROUPS

Overview

All young people face peer pressure. This lesson gives them a new language and lens through which to view friends, and those who might be confused as friends. Youth will differentiate between types of relationships, view the impact of relationships on progress towards their dreams, and learn what it takes to have positive relationships.

L.I.P, a nonprofit that worked with youth from high trauma environments, taught that true friends do not lead you to danger; rather, they help you grow your spark and protect your dreams. In this lesson, youth are asked to assess whether those in their sphere of influence are friendships or "fearships". They learn to name a problem or conflict as one tool to disarm the power of it.

Youth think about how to deal with situations where family or community norms may constantly lead them to danger. They view the complexity of relationships that lead them to danger, and they learn ways to acknowledge feelings of loyalty while still resisting distractions that interfere with a path to thriving. Youth will apply the concepts of a growth mindset as they explore staying away from "bad" behavior of others, and yet accepting the potential for others to change their personalities too, over time. With a shared language for dangerous and positive relationships, youth can work to decrease risk factors, improve relationships and develop new positive relationships.

Goals

1. Differentiate between friendships & "fearships" in their own lives.
2. Understand impact of "fearships" on dreams.
3. Develop steps for overcoming "fearships", avoiding being a fearship, and developing positive relationships.

Anchor Vocabulary

- *Fearship* – Relationships that tend to distort, sabotage, or rob young people of their dreams or goals.
- *Friendship* – Relationships that will never lead you to danger; rather, they help you grow your sparks and reach your dreams. good friendship includes the elements of a positive relationship (below).
- *Positive Relationships* - Positive relationships enhance the well-being of both individuals involved. This mutual connection includes trust; resolving conflicts in a respectful manner; caring and good communication. You choose to be close to people who have good values; give you the support and guidance you need; and encourage you to be your best. You treat others in the way that you want to be treated.

Materials & Media

- Akeelah and the Bee clip
- Lion King clip

Handouts

- Worksheet: *People In Your Life*

Developed by L.I.P with support from Thrive Foundation for Youth. Creative Commons Attribution-Noncommerial-Share Alike 3.0. U.S. License. 2010. This document can be shared and adapted by users for educational, non-commercial purposes

Lesson Outline		Lesson Description
ENROLL (3 min)	Welcome Quote sets stage for discussion	Facilitator welcomes young people. Facilitator asks young people to spend a moment of silent reflection about the quote. It will be discussed later in today's agenda. *Quote:* "Tell me what company thou keepst, and I'll tell thee what thou art." - *Miguel de Cervantes (17th century Spanish poet and playwright)*
LEARN & LABEL (5-7 min)	Friendship and Fearship: How they differ	Facilitator draws a table with three columns on a board or flipchart. **Say:** • Please define what a friend is to you. • Be very specific about the different variations of "friend". Facilitator lists responses on the board in the first column. (Youth may also write these in journals.) **Say:** • Next, describe the opposite of each of the words listed under "friend." • Be very specific so that we explore all variations. Facilitator captures answers in the second column. **Say:** • Now in the third column, list words that might be similar. Facilitator helps youth to see that in some ways, friendships and fearships might appear to be similar, but when you begin to unpack the two kinds of relationships, they are very different. **Say:** • It's important to consider which of your relationships are friendships and which are fearships, as a fearship can easily be mistaken for a friendship. • Example from some of your peers (not censored): *Friendship:* Positive influence, available, has your back; won't snitch on you; motivating, like a family member; worth staying alive for; will go out of their way for you. *Fearship:* Snitch, offers you thrills, someone you're scared of; intimidates you, not honest, hater, out to destroy you, player.
EXPERIENCE (12-15 min)	Akeelah & the Bee: Discover	**Show the video clip from Akeelah and the Bee** (8:36-12:33) **Say:** • We're going to watch a movie clip of Akeelah & the Bee and look for examples of

	Friendship & Fearship	friendships and fearships. This is Akeelah's first spelling bee and spelling is her spark. Facilitator asks youth to watch the movie clip and write down examples of friendships and fearships. Discussion questions include: **What happened?** • How was Akeelah feeling in her first Spelling Bee? • What did you see about fearship? • What did you see in a Friend of Akeelah's? Note the friendship example (girlfriend who celebrates and encourages her), and the fearship example (kids making fun of the bogy; the two girls who are making fun of Akeelah in the back of the gym). **Show the video clip of Lion King** **Say:** • Raise your hand if you've seen *Lion King*. **Ask:** • Will one of you give the rest of us a brief synopsis of the movie? **Say:** • This particular clip is the scene where Scar "tricks" Simba into becoming interested in the elephant graveyard. Simba then "infects" Nala without knowing it. Facilitator shows the video clip from **Lion King** (12:02-15:05). Youth write down examples of friendships and fearships when watching the clip. After watching the clip, youth are asked to dissect the movie for "fearships". **Ask:** • Who is the fearship? • How is Scar using his personal power? • What were the consequences of this fearship? After watching both movie clips, the facilitator deconstructs the youth's list of friendship ideas and defines friendship on the flipchart or board.

		Say: • Let's differentiate between friendship and fearship. • Friends will never lead you to danger; they help you reach your dreams. • A fearship leads you to danger. Fearship is the opposite of a friend— a #1 dream thief. **Ask:** • Where do we find fearships? Where do we find friendships?
DEMONSTRATE (15-20 min)	Reality-Check	Help youth identify their own experience and feelings with friends and fearships. Possible discussion questions include: • How does labeling people as a friend or fearship help you work towards your dreams? • How do you navigate family members that act as fearships? • Do you think dangerous information is passed along easily and • Innocently? How? Share some examples. • Can love be a fearship? • Can someone be both a friend and a fearship? • What do you do if you continually find yourself surrounded by fearships? • How do you find friends? **Say:** • Personality isn't fixed in stone, and people have the ability to change with effort and practice. • Try to differentiate between specific actions and personality. Someone who currently is a fearship may not always be a fearship. • However, it's usually wise to stay away from a fearship, until that someday when the person has changed. **Facilitator writes the definition of positive relationships** on the board or flipchart and breaks down the definition by each of the components. **Ask:** • Will you share real-life examples of what each of these components looks like? • Please think about one positive relationship you have. What elements of a positive relationship do you see in this relationship? *Facilitator note: Help youth identify bright spots.*

		Facilitator passes out the worksheet: *People In Your Life.* **Say:** • You now have a very powerful tool. When you differentiate between fearships and friendships, you can navigate around one of the most powerful dream thieves, while adding one of the most powerful gifts - a friend, or dream defender. • List friends and fearships in the boxes. Then write names in the appropriate "sphere of influence" circles.
REFLECT (5 min)	Quote Discussion	**Quote Discussion:** **Ask:** • Thinking about the discussion today, can someone share what the quote on the board means? Facilitator encourages discussion. **Ask:** • Can we commit to making an effort to be friends, and not fearships, in this group? How can we do so? How will we know if we're successful?" **Say:** • Now I'd like each of you to identify specific steps you will take to improve or develop one relationship, starting this week. Write down a step or two. • Here are some ideas you might think about: What's one relationship you need to invest in (a friend), and how? Or, How can you navigate out of, or create some distance from a fearship? Or, How can you find new friends? Or, If you are a fearship, what can you do to become a friend? Writing can be in journals or on a piece of paper that can go inside a wallet or pocket, called a Pocket License.)

More Options:

Track progress with Pocket License updated each week, around the relationship they are working to improve or develop. Periodically ask: What actions did you take? How is it going? What have you learned?

Lesson # R4 Anger, Fear and Pain **Time: 50 minutes**

FOR GROUPS

Overview

There are times when youth explode for a seemingly small reason, or a fight breaks out over a relatively minor issue. Conflict can occur because the young person failed to pause and think before acting, or failed to consider the consequences of his/her actions. Unaddressed anger, fear or pain is often the root of many behavioral issues. Young people may not understand the effects that anger, fear and pain have on their lives because those emotions have become so normal that they are not even recognized, or in turn, dealt with. When youth begin to understand and name the "why" behind their explosive tempers or implosive attitudes, they can then learn to practice healthy alternatives and change their behavior.

When adults understand the anger, fear and pain underlying the "hard" exterior of some young people, they can help these youth apply specific strategies for recognizing and managing their inappropriate responses. They can help the youth improve their skills of emotional competence and empathy/caring. Facilitators can facilitate this learning process by providing youth time to acknowledge when their "balloons are full and ready to explode— if anything else is added. Facilitators can help youth practice strategies for "releasing air from their balloons" in positive ways.

In this lesson young people will identify sources for their anger, fear and pain. They will explore skills for constructively dealing with these emotions.

Goals

1. Identify sources of anger, fear & pain and understand their cumulative effect.
2. Learn strategies for recognizing and managing anger, fear and pain; and understand the value of growing emotional competence skills and empathy (a component of the thriving indicator-caring).

Anchor Vocabulary

- *Soul*—A person's sense of identity.
- *Degrade*—Break down or deteriorate

- *Empathy*—The ability to understand and feel the feelings of another.
- *Reconsider* – A strategy to regulate your emotional response by changing how you think about a behavior or situation *before* reacting. When you re-consider, you decrease the irritating situation's impact on your emotions.
- *Anger*—Strong feeling of annoyance or hostility.
- *Fear*—A belief that something or someone is dangerous.
- *Pain*— An unpleasant experience that hurts emotionally.
- *Pressure*—The use of persuasion or intimidation to make someone do something.

Materials & Media

- One balloon
- Thriving Indicator Wheels and Risk Factors Wheels

Lesson Outline		Lesson Description
ENROLL (15 min)	Welcome Reflection on Quote: Anger, Fear & Pain Reflection on Risk Factor & Thriving Wheels	Quote written on board or flipchart. Facilitator greets youth as they arrive, encouraging a sense of belonging. Facilitator asks young people to reflect on this quote, which is the subject today. Reflection could include individual journaling or quiet thinking and sharing with an elbow partner. ***Quote:*** "I will permit no man to narrow and degrade my soul by making me hate him." – *Booker T. Washington, African American education & community leader*. **Say:** • Booker T. Washington was a very famous man who was born a slave in the mid 1800s, with a slave mother and a plantation owner father. Booker was eventually emancipated and became a very prominent man who built many of the first schools for blacks across the south. • What <u>does Booker T. Washington mean</u> about "degrading my soul"? **Facilitator has young people pick up the Thriving Indicators Wheel and Risk Factors Wheel.** **Say:** • The lesson today is about the Anger, Fear & Pain. People often choose risk factors to cover their anger, fear and pain. **Ask:** • Who can give me an example of a risk factor that might mask anger, fear or pain? **Say:** • What skills on the Thriving Wheel might help you deal with anger, fear and pain? (Answer: Caring—empathy; or Emotional Competence—learning to manage your emotions.)
EXPERIENCE (12 min)	Balloon Activity: Explore common situations	**Activity: The story of 'Balloon'** **Ask:** • How might you or others you know react to the following situations? (Name a few.) 1) A guy steps on your backpack on the playground. 2) Someone says something bad about your mom. 3) You're at McDonald's and you get the wrong order.

		4) Someone bumps into you (hard) in the hallway. 5) Your teacher tells you to stay after class and everyone hears. 6) Your dad tells you can't go out with your friends because you have to babysit your little sister. **Introduce youth to 'Balloon'.** **Say:** • We have a balloon here. Let's decide on a name for the balloon. (e.g. Tony) • As I read situations Tony experiences one day (examples of anger, fear and pain), I will blow air into the balloon. • It will get fuller and fuller. I invite you to tell me when to stop blowing into the balloon. (Blow into balloon after every situation.) • **Here is Tony's day:** o At breakfast, Tony's mom tells him that she and his dad are breaking up (blow). o He's nervous because he's just moved into a new apartment and this is his first day at his new school (two blows). o His dad was supposed to stop by at 8:00AM and drive him to school, but he's late (blow). o Tony forgets his homework in the car (blow). o Being the new kid, when Tony's walking to session someone makes fun of him for wearing scrappy clothes (blow). o He's late to session so he has to go to after-school detention (blow twice). o After school Tony rushes home, because ever since his dad moved out, it's his responsibility to take care of his younger siblings (blow). o His brother and sister get into a fight (blow). Facilitator holds the full balloon up for all to see as he/she blows into it. **Say:** • What will happen if this Tony, the Balloon, gets too full? *IT WILL EXPLODE!* • How much more can (Tony) take? Facilitator walks around, having youth gently feel the pressure in the full balloon. **Say:** • How much more can Tony take before he explodes? **Ask:**
	Tony the Balloon introduced	

		• What might happen if you brush up against someone like Tony and his balloon is full? • What happens when two people with full balloon brush up against one another?" **Say:** • When our balloons are full, we don't see or hear things clearly. We definitely don't think clearly either. Facilitator holds the balloon in front of his/her face and demonstrates how the balloon sets up skewed or blocked vision.
LEARN & LABEL (18 min)	Emotions are labeled as anger, fear or pain Fullness of Balloon influences reactions next	**Blackboard Balloon** Facilitator draws a large balloon on the board or flipchart and re-reads the situations from Tony's day. As facilitator reads each one, he/she asks youth to name the emotions Tony might be feeling (e.g., angry, sad, relieved, hurt about his dad moving out). *Do not edit or critique comments.* As youth respond, write the feelings randomly inside the balloon or select a youth to do this. Tony's emotions can fit into three categories: *Anger, Fear or Pain*. Select a word that the youth says and ask youth in which category the word fits. Select examples form each category. (E.g. mad = anger; sad = pain; moving to a new school = fear.) **Say:** • I'm going to re-read the situations in Tony's day. As I read each one, I'll ask you to name the emotions Tony might be feeling, okay? I'll write them in the balloon. • I hear ____ word. (Write the word.) Which category does this word fit in: Anger, Fear or Pain? (Re-affirm.) **Facilitate a session discussion.** **Ask:** • How might Tony react to one more incident/stressor? • How would a room stocked with "full" balloons look? How would it feel? **Ask:** The fullness of your balloon will influence your reactions, right?"

	Personal Balloons drawn	**Activity 1: Draw Personal Balloons** **Say:** • Now I'd like you to draw your own balloon. • Using only illustrations or symbols (no words), draw what's in it. • Use your imagination to create symbols for words. • I encourage you to give each other permission to QUIETLY work on a personal balloon with your own expressions. • I'd like to collect them and return them another day. They will be kept very confidential. You can place your name in a very small place, on the page back.
REFLECTION (10 min)		Thank the youth for allowing each other to work silently on their balloons. **Say:** • I just want to remind you that we all have things in our balloons that need to be worked on. • Thank you for allowing each other to reflect. **Say:** • Let's close by thinking about that quote one more time: *I will permit no man to narrow and degrade my soul by making me hate him." – Booker T. Washington.* • Thinking about your balloons, does this quote seem hard to do? • In sessions ahead, we'll explore ways to deal with our full balloons.

Developed by L.I.P with support from Thrive Foundation for Youth. Creative Commons Attribution-Noncommerial-Share Alike 3.0. U.S. License. 2010. This document can be shared and adapted by users for educational, non-commercial purposes.

Lesson # R5 Anger, Fear & Pain II **Time: 50 minutes**

FOR GROUPS

Overview

In the first session of Anger, Fear and Pain, young people learn to recognize triggers of anger, fear and pain. This second session begins with a Korean proverb: "If you kick a stone in anger, you'll hurt your own foot". The session encourages youth to reflect on their current responses to stress and to evolve healthy strategies. They explore the skill of *re-considering*, which is a mental process that influences feelings and how one expresses them. People who re-consider tend to have higher levels of positive relationships.

Youth learn what scientists know about feeling tired at controlling emotions. They are taught small positive mood strategies that can restore the capacity to control impulsive behaviors. They practice these skills of emotional competence and caring (empathy) in order to move in the direction of their dreams.

Goals

1. Identify sources of anger, fear & pain and understand their cumulative effect.
2. Learn strategies for recognizing and managing anger, fear and pain.
3. Recognize the value of a growth mindset and skills of emotional competence and caring (specifically the component of empathy).

Anchor Vocabulary

- *Soul*—A person's sense of identity.
- *Degrade*—Break down or deteriorate
- *Empathy*—The ability to understand and feel the feelings of another.

Developed by L.I.P with support from Thrive Foundation for Youth. Creative Commons Attribution-Noncommerial-Share Alike 3.0. U.S. License. 2010. This document can be shared and adapted by users for educational, non-commercial purposes

- *Anger*—Strong feeling of annoyance or hostility.
- *Reconsider* – A strategy for regulating emotional responses by changing how you think about a behavior or situation *before* reacting, in order to decrease the irritating situation's impact on your emotions.
- *Fear*—A belief that something or someone is dangerous.
- *Pain*— An unpleasant experience that hurts emotionally.
- *Pressure*—The use of persuasion or intimidation to make someone do something.

Materials & Media

- Binder paper, writing implements, white board or flipchart, markers, balloon.
- Thriving Wheels and Risk Factors Wheels.
- *Take a Step Activity Instruction Sheet.*
- Paper for Pocket Licenses (Small scraps to write an intention and place in one's pocket as a reminder.)

Lesson Outline		Lesson Description
ENROLL (5 min)	Reflection on Proverb to highlight today's subject	Quote written on board. Facilitator greets youth as they arrive, encouraging a sense of belonging. **Quote*: "If you kick a stone in anger, you'll hurt your own foot". ~ Korean Proverb*** Facilitator asks for quiet journaling or quiet reflection about the meaning of the quote: **Say:** • What do you think this Korean proverb suggests about our subject today? (Answer: We'll learn how to not "hurt our feet" in anger.) • Today you'll look at ways you are dealing with anger, fear and pain (the good ways and the bad ways) as you gauge your development of skills in indicators of thriving called caring and emotional competence.
EXPERIENCE (10 min)	Balloon debrief (5 min)	Facilitator passes out the Anger-Fear-& Pain balloons from the day before. The youth are told to take a few moments to look over their balloons and add anything they may have forgotten. **Ask:** • Today's discussion stays in this room and we'll all be respectful of one another, okay?

		• Does anyone want to check in with the group, on any feelings or thoughts they had after drawing their balloons? • "Do some of you have full balloons? Will someone share?"
	Coping Strategies: Healthy and Unhealthy (5 min)	**Activity 1: Student Balloons—How They Deal with Them** **Say:** • On the outside of your balloon, write ways that you deal with your anger, fear and pain. You can draw or write words for these coping strategies. • Now that you have finished, call out your answers while I write them on the board. **Ask:** • Will someone come up and circle those methods that are healthy, and those that are damaging, using different colored markers? **Say:** • These healthy responses are what we call Emotional Competence. (That indicator on your Thriving Wheel.)
EXPERIENCE (10 min)	Take-A-Step Exercise (10 min)	**Activity 2: Take-A-Step Exercise** The Take-A-Step Exercise shows youth they have experiences in common that trigger anger, fear & pain emotions. They feel some empathy at the surprises that are unknown about other people. This exercise prepares youth to *reconsider* emotions. **Say:** • We're going to do an activity called Take-A-Step Exercise. • Place your toes along a line (or in a circle as per activity sheet). • For this exercise to be effective, I request complete silence in the room. However, use all your senses to be aware of those around you. • When I call out a situation, if you have experienced this situation, take a step forward. Facilitator reads the Take-A-Step Exercise sheet. Youth take steps when the situation applies to them. **Ask:** • What did this experience feel like? Did you feel any empathy/caring for others? • What did you learn? Any surprises? **Say:** • So once you find out that people have stresses you didn't know about, you might want to do what scientists call "Reconsider".

LEARN & LABEL (12 min) **DEMONSTRATE**	Brain process called *Reconsider* (2 min) *Reconsider* Role Plays (10 min)	**Activity 3: Teach Skill for Practice – *Reconsider!*** **Say:** • Social scientists have proven that we can significantly influence our emotions when stressful situations happen. • One leadership strategy is to pause before you react and reconsider the situation. This ability to re-consider is the hallmark or a central element of a strong leader. • When you reconsider—you actually change how you think about a situation before you respond. • This *re-considering* is a brain process that influences your feelings and how you express them. When you encounter a stressful situation, here are three ways to *reconsider…* 1) Negotiate with yourself; try to apply a hopeful growth mindset (i.e. People can change). 2) Consider other reasons for behaviors or situations, and 3) Make active efforts to improve your bad mood. • People who re-consider tend to have higher levels of positive relationships. **Say:** • Now let's practice how you can "reconsider" situations we talked about earlier (E.g. Someone steps on your backpack on the playground; or something in your balloon?). • Break into small groups, select a situation we talked about and develop a role-play. If time allows, we will share some of them.
LEARN & LABEL (6 min)	Positive-Mood Strategies	**Discussion: Controlling Emotions Takes Energy—Try Positive-Mood Strategies** **Say:** • Science tells us that controlling your emotions requires a lot of mental energy that can be exhausting. • This is because **positive emotion requires creative thinking that is more brain-work than going on automatic.** • Small positive mood strategies (i.e. spending time with a friend, watching a funny show) can restore your capacity to control impulsive behaviors.

		Ask: • When you feel tired in controlling your emotions, what are some positive mood strategies you can use? Facilitator records youth brainstorming of the ways they can release "air" from their balloons with positive mood strategies. Once completed, facilitator reviews the list and circles positive, constructive strategies. Facilitator underlines strategies that might be harmful. (Additional list to add to student brainstorm): o Recognize your feelings. o Think about consequences of behaviors before acting. o Learn from previous choices and those consequences. o Seek support from a trusted friend, adult or counselor. o Anticipate "triggers" that might ignite an emotional state; develop strategies to deal with the emotion or conflict *ahead* of time. o Express yourself calmly: express criticism, disappointment, anger or displeasure without losing your temper or fighting. Ask yourself: Is my response safe and reasonable? o Listen to others & respond without getting upset when someone gives you negative feedback. Try to understand the other person's point of view. o Negotiate: Work out your problems with someone else, by looking at alternative solutions and compromises. o Excuse yourself from a tense situation (E.g. Take a deep breath, leave the room, go for a walk). o Practice your spark.
REFLECTION (7 min)	Review of Proverb. Statement of	**Say:** • Everyone has Anger-Fear-Pain. It is how we deal with these emotions that determines the impact on us. **Ask:** • So, what are some final thoughts regarding this proverb*:* **"If you kick a stone in anger, you'll hurt your own foot"?** **Say:**

	Intention	• I'd like each of you to state your intention to use a Reconsider or Positive Mood Strategy over the next week, when your balloon seems full. • Find an elbow partner and state that intention. • I'm passing out scraps of paper that we'll consider a Pocket License (like a driver's license for your journey ahead.) • Write down the likely stress-situation and exactly which strategy you'll use when it happens. • If you follow-through this week, take out that License and give it a big checkmark!

More Options:

Developed by L.I.P with support from Thrive Foundation for Youth. Creative Commons Attribution-Noncommerial-Share Alike 3.0. U.S. License. 2010. This document can be shared and adapted by users for educational, non-commercial purposes

APPENDIX K

Work Readiness Credential Sample Test Questions

Path Academy's Career Competency Development Training course and other workforce development services will focus the Work Readiness Credential program, using the associated training materials and assessments. Provided by Houghton Mifflin Harcourt and Steck-Vaughn, the Work Readiness Credential (WRC) trains and assesses participants on core competencies for entry-level jobs. The appended information is a set of sample questions from the WRC assessment, which tests students' skills as they related to the workplace.

WRC: Sample Test Questions

The Internet-based **WRC** assessment can be securely delivered in a wide range of sites, including businesses, adult learning centers, workforce training centers, high schools, and more. The following are sample questions from the **WRC** assessments. Visit **www.castleworldwide.com/nwrc** to view additional questions.

What is the MAIN purpose of this e-mail?

A. To notify members of meeting date and location
B. To update members on upcoming changes to manual
C. To ask for members to see Diane Hopper
D. To give instructions for missing meeting

To: "Accounting Department" [illegible] Monday, December 3 2008 10:24 AM
From: "Jean White" [illegible]
Subject: Accounting Department Meeting Schedule

The Accounting Department will be meeting on December 12 at 3:00 pm in the Blue Conference Room on the 3rd Floor. The purpose of this meeting is to review manuals and make revisions. All members should bring their accounting manuals to the meeting.

All Department members are expected to attend. Anyone planning to miss the meeting must see Diane Hopper prior to the meeting.

WORKPLACE READING

A customer enters a store willing to spend a maximum of $150.00 for a patio set.

Which set is priced closest to the MAXIMUM value stated by the customer?

A. $139.98
B. $149.50
C. $149.92
D. $151.01

WORKPLACE MATH

Listen to a conversation between the manager and a new employee about e-mail use in the workplace. What is the overall purpose of the conversation?

A. To inform the new employee about the date of the training
B. To inform the new employee about all e-mail rules
C. To inform the new employee about setting up an e-mail account
D. To inform the new employee about the most important e-mail rules

ACTIVE LISTENING

You have been late to work three times this week due to morning traffic. Your boss has threatened to suspend you if this tardiness continues.

How should you handle this situation?

A. Explain to your boss that it is not your fault that traffic is bad.
B. Ask your boss to change your work hours so you avoid traffic.
C. Leave earlier so you can avoid the morning traffic.
D. Continue as usual and hope that you do not get in trouble.

SITUATIONAL JUDGMENT

APPENDIX L

Consultant Resumes

Founding members worked with three key educational professionals in developing the academic program for Path Academy – specifically, in developing the curricula, instructional methods, and assessment system. Resumes for all three individuals are appended here.

ANTONIA RUDENSTINE, ED.D.
781.367.6457
antonia@redesignu.org

PROFESSIONAL EXPERIENCE:

reDesign (formerly The Center for Urban Education)

Co-Director *2006-present*

reDesign offers design services to small and large-scale educational organizations--such as school districts and national non-profits--as well as to individual schools and programs. These services include:

- School Design: Design and implementation support for new schools, emphasizing a mission-driven approach to the integration of culture, curriculum, teaching and learning, human capital strategy and allocation of resources.

- Program Design: Crafting or re-crafting programs that serve a network of schools or a school district; strategic design and planning of professional learning programs for school leaders and teachers, particularly within the context of blended-learning and competency-based education.

- Curriculum Design: Development of Common Core-aligned, competency-based courses and modules, designed to scaffold learning to support analysis, evaluation, and synthesis skill development in students.

- Instructional Coaching: Intensive, on-site professional development for instructional leaders and teachers in learning strategies designed to improve the academic success of struggling adolescent learners.

- Leadership Development: Coaching and training of instructional leaders; Design and implementation of evaluation and accountability systems; Administrative capacity-building; and Support in instituting a model of shared decision-making to sustain a positive school culture.

Recent Clients: Asia Society; Michigan Future Schools; Nellie Mae Education Foundation; Office Of Postsecondary Readiness, NYC Department of Education; Providence Public Schools, RI; Dover Public Schools, NH; MA Dept. of Education; MA Center for Charter Public School Excellence; Phoenix Charter Academy, Chelsea MA; Melrose School, New York City.

Rudenstine & Associates

Principal Consultant *1997-2006*

Founded Rudenstine & Associates to offer a wide-range of services to small and large-scale educational organizations--such as school districts and national non-profits--as well as to individual schools and programs.

A few Clients: CityYearUSA, , MA Department of Education; Youthbuild USA; Berkshire Arts & Technology High School, MA Charter School Association

Building Excellent Schools **Boston, MA**

Founding Program Director: Building Excellent Schools Fellowship *2000-2003*

Designed and founded a Fellowship Program that trained and funded school administrators, teachers and professionals from other fields to create and found new k-12 charter schools.

- Created, directed and delivered an extensive, research-based, year-long program on all aspects of school design from educational philosophy, curriculum development and assessment, to budgeting;

- Prepared Fellows to submit charter applications to authorizers in the District of Columbia, Massachusetts, New Jersey and New York;

- Developed and managed human resource policies and practices for Fellows, including hiring, induction, management, development, supervision and evaluation systems.

The New School University **New York, NY**
Harvard Graduate School of Education **Cambridge, MA**
Coordinator/Supervisor of Student Teachers *1994-1997*
Supervised and mentored student teachers in conjunction with both Graduate Schools of Education and High Schools (The Coalition School for Social Change, NY, NY; and Jeremiah Burke High School, Boston, MA):

- Coordinated the learning and work of eight student teachers (at the Coalition School for Social Change). Organized weekly professional development sessions, coordinated teaching assignments, mediated problems.

- Met with student teachers, both in and out of the classroom, to work on curriculum development, assessment, lesson-planning and "classroom-management;"

- Formally and informally observed student teachers' practice several times a month;

Coalition School for Social Change **New York, NY**
Founding High School Administrator *1993-1996*
Worked as a liaison between the school's Director and teachers. During the school's first three years of existence, established short- and long-term plans for the organization in three key areas:

- Alternative standards-based assessment: designing system using rubrics, exhibitions and portfolios;

- Curriculum Team Coaching: developing project-based, inclusive, interdisciplinary curricula.

- Accountability Practices: codifying personnel and professional development practices.

Founding High School Humanities Teacher *1993-1996*

Quincy High School Quincy, MA
High School Social Studies Teacher for Special Education and ELL Students *1990-1993*

PUBLICATIONS:
Making Mastery Work: A Close Up View of Competency Education (Nellie Mae Education Foundation, 2012)
A Professional Learning Path to Rigorous and Relevant Instruction (NYCDOE, 2009)
The GED Educational Resource Manual (NYCDOE, 2008)
Building without Blueprints: Administrative Efforts to Learn about Instructional Improvement (Doctoral Dissertation, 2002)

EDUCATION EXPERIENCE:
Harvard Graduate School of Education **Cambridge, MA**
Ed.D. in Administration and Planning *1996-2002*
Dissertation: Building Without Blueprints: Administrative efforts to learn about teaching & learning

Ed.M. in Teaching & Curriculum *1989-1990*

Oberlin College **Oberlin, OH**
B.A. in Political Science *1985-1989*

ADINA L. SCHECTER_____alschecter@gmail.com
3010 Smyth Rd #27F • Berkeley, CA 94720 • 617-733-2557

OBJECTIVE: To advance students' academic success by building dynamic, meaningful blended-learning experiences

EDUCATION

BOSTON TEACHER RESIDENCY PROGRAM, U.MASS BOSTON
M.A. Education: Secondary English 2005

CORNELL UNIVERSITY
B.A. English, Golden Key National Honors Society 2001

NEW-MEDIA BASED CURRICULUM DESIGN

REDESIGN, Brookline, MA
Blended-Learning Curriculum Designer January 2012-present

- Create innovative curricula for Redesign that engages students in 21st century learning practices
- Craft course catalogue that reflects client's philosophy and vision for curriculum and instruction
- Design professional development modules that engage teachers in inquiry-based practices

DIPLOMA PLUS, Boston, MA
Blended-Learning Curriculum Designer August 2011 - present

- Implement new application of online science and math units on Class Drive
- Transfer and modify delivery of content to enhance learning outcomes
- Tailor curriculum to engage diverse learners in a purposeful, supportive academic setting

DIPLOMA PLUS @ Charlestown High School, Boston, MA
Blended-Learning Curriculum Designer and Instructor January - June 2011

- Created an innovative ELA unit combining internet-based content with in-class teacher support
- Developed personalized curriculum geared towards effective use of new technologies
- Cultivated online classroom community that reflected student voice and experience

TEACHING & LEADERSHIP

CHARLESTOWN HIGH SCHOOL, Boston, MA
High School English Teacher 2005-2010

- Designed and implemented a rigorous program of study for traditionally disengaged learners
- Motivated over-age and under-credited high school students
- Pioneered Restorative Justice peacemaking practices as constructive alternatives to suspension

Instructional Leadership Team Member and English Language Arts Content Leader

- Researched, aligned, and prioritized best ELA instructional practices across all grade levels
- Facilitated an inquiry-based, independent, and collaborative teacher learning model
- Crafted strategic professional development models for teachers to enhance student achievement

TEACHER TRAINING

BOSTON TEACHER RESIDENCY PROGRAM (BTR), Boston, MA
Mentor Teacher 2006-2010

- Modeled and reflected on teaching practices over three residents' year-long practicum
- Conducted ongoing conversations about equity and student achievement
- Forged a culture of inquiry and reflection to support teacher efficacy

URBAN TEACHER RESIDENCY UNITED (UTRU), Chicago, IL

Program Manager 2007-2008

- Collaborated in the initial focus and design of a national, not-for-profit, startup organization
- Built a collaborative learning community among UTR programs in Chicago, Boston and Metro-Denver
- Constructed a training model for emergent programs in New York City, Denver & Philadelphia

Ephraim Weisstein
6 Watertown Street
Lexington, MA 02421

Home Phone: (781) 861-8844
Cell: (781) 838-0973
Email: ef.educate@gmail.com

9/10-Present ***Founder, Schools for the Future***, Lexington, MA

- Developed the Schools for the Future (SFF) model with R & D support from the Mott Foundation and the Carnegie Corporation
- Awarded a Next Generation Learning Grant from the League for Innovation in the Community College, iNACOL, CCSSO, the Bill & Melinda Gates Foundation, and the William and Flora Hewlett Foundation for innovation in education and the use of technology
- Opened an SFF school in partnership with Duval County Public Schools (FLA) in August 2011 and a charter school in Detroit in September 2012
- Raised $2.7million in foundation and other grants for SFF

9/07-Present ***Independent Consultant,*** Lexington, MA

Examples of current and recent work:

- Leading a team of consultants to the Nellie Mae Education Foundation's Proficiency-Based-Pathways initiative; work includes providing direct technical assistance to New England districts and schools, facilitating learning events, and preparing analytic reports
- Leading a team of consultants to help the Barr Foundation implement its Public Will Initiative, an effort to build community support for a student-centered contract between the Boston Public Schools and the Boston Teachers Union
- Helped the Nellie Mae Education Foundation with its overall strategy for disconnected younger adults and pathways to higher education
- Lead consultant to the United Way of Massachusetts Bay and the Merrimack Valley in its Road to Opportunities Initiative, a strategy to build a youth pathway in Eastern, Massachusetts to better serve out of school and unemployed youth 16-24
- Leading the redesign and implementation process for JFYNetworks' STEM initiative with 20 MA school districts
- Assisting *Our Piece of the Pie* in its overall national and CT educational strategy
- Helped the *Latin American Youth Center-/YouthBuild* develop a standards-based curriculum to evolve from a GED program to an alternative high school certified by the District of Columbia
- Coached Diploma Plus headmasters in New York City to implement their teaching and learning and related strategies
- Trained the teachers and staff of a Chicago-based start up charter school on integrating literacy strategies across the curriculum
- Worked directly with high school seniors to teach them self-efficacy strategies and supporting them to teaching these strategies to elementary school students

1992- 2007 ***Vice President,*** **Commonwealth Corporation, and Director of the Center for Youth Development and Education (CYDE),** Boston, MA

- Set the vision and strategy for the Commonwealth Corporation's youth policy and programming and advises stakeholders within the Commonwealth and nationally
- Led the growth of CYDE from a staff of 3 in 1992 with a budget of less than one

million dollars, to a staff of 26 with a budget of $21 million and raised over $26 million of private foundation support and an additional $32 million of state and federal discretionary funding during the past decade

- Worked to build the capacity of a variety of youth-serving coalitions, agencies, and schools including the *Reaching All Youth Coalition, Ecumenical Social Action*, and *Liberation High School* to better serve disconnected youth
- Conceived of and developed the nationally recognized *Diploma Plus* model that has spread to nearly 20 schools in five states and is funded by the Gates Foundation's small high school initiative for $11 million
- Managed the growth and increased capacity of the *Communities and Schools for Career Success* CS^2) to implement a multi-sector strategy to better serve youth; it was named a "best practice" by the United States Department of Labor and the National Youth Employment Coalition
- Oversaw the federal Workforce Investment Act youth activities on behalf of the Commonwealth of Massachusetts and helped local Workforce Areas and Youth Councils build their capacity
- Conceived of and developed *Pathways to Success by 21 (P21)*, a growing statewide initiative to increase Massachusetts' graduation rate; P21 is co-chaired by the Commissioner of Education and the Director of Workforce Development
- Developed numerous other youth strategies and programs in areas such as transitions to college, juvenile justice, and adolescent literacy

1986 - 1992 ***Director of Education,* Jobs For Youth-Boston, Inc.** Boston, MA

Developed and managed the education program at Jobs for Youth, which serves over 300 students annually.

- Developed the largest and most successful alternative high school diploma program in Boston
- Managed annual budget and government contracts
- Developed a school-to-work transition program twice designated by the Department of Education as an exemplary program
- Managed the development of GED and Adult Basic Education curriculum sold nationally to over 300 programs
- Wrote proposals funded for over $1,000,000
- Hired, trained, and supervised staff of 15

1985 - 1986 ***Program Planner*, Northern Essex Community College**, Haverhill, MA

Developed a college-wide plan to improve the academic and supportive services for physically, learning and emotionally disabled college students.

- Developed the first technology-based vocational-technical program for hearing disabled students at a community college
- Authored a plan to improve services which was adopted by the college
- Attracted equipment donations from private industry in excess of $200,000

***Director*, Danvers Alternative High School** Danvers, MA

Administered public alternative high school serving emotionally disturbed students

- Designed program designated as a model high school by the Department of Education
- Initiated a career development program, which resulted in over 90% of graduates entering college or full-time employment immediately upon graduation

Selected Writings
Helping All Students Succeed (Educational Leadership, March 2001)
Building Effective Systems to Serve Vulnerable Youth (National Dropout Prevention Newsletter, 2002)
At the Center or the Margin: MA's Experience Under STW Act (Phi Delta Kappan, December 2002)
Time is Not a Learning Standard (National Youth Employment Coalition Youth Notes, May 2007)
Building Multiple Pathways: Approaches, Relevant Programs, and Implementation Considerations (commissioned by the Nellie Mae Education Foundation, January 2008)
A Vision for America's Educational Future: A Portfolio of Learning Options (commissioned by the Nellie Mae Education Foundation, August 2008)
Many Sizes Fit All: Multiple Pathways to Higher Education (NE Journal of Higher Education, 2009)
Disconnected Young Adults in New England (commissioned by the Nellie Mae Education Foundation, June 2009)
Missing the Mark in the United States (Times of London Education Supplement, April 2010)
Clearing the Path (iNACOL, May, 2011)
Making Mastery Work: A Close-Up View of Competency Education (commissioned by the Nellie Mae Education Foundation, November 2012)

Recent Membership on Boards
(Vice Chair) National Youth Employment Coalition
(Chair) Diploma Plus National

Selected Presentations
National Youth Employment Coalition: Address at their Annual Retreat (2004)
Gates Foundation Scaling Up Conference: Lessons Being Learned Implementing Small Schools (2005)
US Conference of Mayors' Workforce Council: Connecting Workforce and Education Systems (2006)
Council of Chief State School Officers: Diploma Plus and Performance-Based Education, (2006)
Peoria, Illinois Annual Workforce Forum: Featured speaker (2006)
SW Georgia Regional Workforce Board: Keynote Speaker on Re-engaging Disconnected Youth (2007)
New England Board of Higher Education Conference on Pathways to Higher Education: Panelist (2008)
Hyams Foundation Conference on Older Disconnected Youth: Presenter and Moderator (2008)
Jobs for the Future and the American Youth Policy Forum-National Youth Employment Coalition: Featured presentation on recuperative strategies for disconnected older youth and SFF (2009)
Keynote speaker at the University of Wales conference on disconnected youth (April 2010)
Nellie Mae Education Foundation's Institute on Proficiency Based Pathways (April 2012)
EdTech Day of Conversations: Presented to Michigan-based school superintendents and policy makers (December 2012)

Other Experience

1985	College Algebra Instructor, University of Massachusetts, Boston, MA and Roxbury Community College, Roxbury, MA
1979 - 1983	Social Studies/Math Teacher, Danvers Alternative High School, Danvers, MA
1973 - 1975	Elementary School Teacher, The Brackett School, Arlington, MA

Education

1980	**Master's Degree Plus Thirty Credits**, University of Massachusetts
1973	**Master of Education**, Boston State College
1971	**B.S. in Education**, Boston University

Appendix M

Job Descriptions

Path Academy will maintain a written job description for all employee positions. In the event that new positions are created through expansion or reorganization, written job descriptions will be prepared prior to fulfilling the position.

A job description must contain the following elements: title, summary of job duties, performance requirements, and definition of the essential functions of the position, qualifications (education, experience, certifications / licenses, etc.), attributes and immediate supervisor.

Job descriptions are to be as detailed and explicit as possible. However, employees occasionally may be required to perform related duties not specified in the job description. In the event new major responsibilities or other significant changes occur, the job description will be rewritten to reflect these changes. Job Descriptions are for:

Principal
Director of Pathways
High School Teacher
Youth Development Specialist
Career/Postsecondary Coordinator
Enrichment Activities Manager
Administrative Assistant

Department: Youth Education Services
Job Title: **Principal**
Reports to: Board of Directors
Supervises: Director of Pathways; Teachers; Administrative Assistant; Operations Contractors
Employment Status: Regular Full Time
FLSA Classification: Exempt

JOB PURPOSE: The Principal will be a strong, innovative leader, with solid academic credentials, who will lead a 9-12 school serving students who are over-age and under-credited to the next level of achievement. The Principal's leadership will motivate and inspire faculty, scholars and parents to fulfill the school's goals. He or she will be responsible for supervision, evaluation, improvement and accountability within the school, with a particular focus on academic and youth development staff collaboration.

The Principal provides oversight and is responsible for the success of the school, with a dominant focus on instructional leadership. The Principal will be held accountable for not only ensuring high levels of student achievement, but also the continuous improvement of the school and its staff.

RESPONSIBILITIES:

Leadership/Management

- Managing competing priorities and deadlines in a fast paced environment
- Responding in real time to all staff concerns
- Leading and maintaining high standards of excellence for the school-based team
- Cultivating positive relationships with all members of school community
- Developing and managing staff performance
- Building a cohesive, strong culture within the school that is a reflection of the broader mission of the school
- Encouraging parental and community involvement in the school

Instructional Excellence

- Implementing new strategies for instruction to enhance student achievement
- Leveraging formative assessment data to guide learning support and drive instruction, curriculum refinement, and professional development
- Developing and managing accountability programs to ensure instructional excellence and academic achievement
- Creating and maintaining a school schedule that supports high level of student achievement

Achievement

- Systematically assessing strengths and weaknesses of the school
- Providing innovative leadership and solutions to improve the school

Teacher & Staff Development

- Ensuring ongoing improvement through lesson observations, consistent use of data, collaborative planning and inquiry, informal support strategies and coaching
- Evaluating teacher performance on a weekly basis and providing consistent feedback to improve instruction
- Providing inspiration, mentoring and instructional leadership to staff

ORGANIZATION EXPECTATION OF EMPLOYEE:

- Adheres to organization policies and prcoedures that align with the vision, mission and goals
- Bears in mind the core philosophies of the school when making decisions

- Acts as a role model internally & externally; maintains a positive and respectful attitude
- Works effectively with people from diverse backgrounds, beliefs, and experiences by creating an inclusive non-judgmental environment
- Consistently reports to work on time fully prepared to perform duties of position, and works his/her assigned hours
- Utilizes automated and other data systems effectively and efficiently

QUALIFICATIONS:

- CT92 School Leader License required; relevant Master's or equivalent degree preferred
- A proven track record of improving student achievement, with at least two years of data documenting improved student outcomes
- A passion for improving urban high schools and driving education reform
- Agreement with and commitment to the academic goals and philosophies of the school
- Significant prior administrative experience, preferably at the high school level, along with substantial teaching experience at the high school level
- Exhibited leadership in working with professional staff, students and the community toward achieving goals
- Experience and comfort using technology for instruction preferred
- Dedication and passion for the school's unique vision, professional standards and values
- High level of organization and resourcefulness, with a keen ability to be on top of the day-to-day management of a school
- Humble, reflective and willing to continually improve
- Ability to prioritize effectively to accomplish the most important tasks without losing sight of other details
- Relentlessness in the pursuit of excellence and a "whatever it takes" attitude
- Firm grasp of curriculum and an unwavering commitment to data-driven instruction
- Exemplary oral and written communication skills with the ability to inspire others to meet their goals
- Capacity to handle long days and the intensity required to open a new school
- Sophisticated analytical abilities

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

While performing the duties of this job, the employee is occasionally required to stand; walk; sit; use hands to finger, type, handle, or feel objects, tools or controls; reach with hands and arms; climb stairs; balance; stoop, kneel, crouch or crawl; talk or hear; taste or smell. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, at times the employee travels by automobile and is exposed to changing weather conditions prevalent at the time. The noise level in the work environment is usually moderate.

Department: Pathways Services
Job Title: **Director of Pathways**
Reports to: Principal
Supervises: Youth Development Specialists; Postsecondary Education & Career Coordinators; Enrichment Activities Manager
Employment Status: Regular Full Time
FLSA Classification: Exempt

JOB PURPOSE: The Director of Pathways, manages daily operations of the pathway model and oversees youth development staff at Path Academy. He or she is responsible for the successful integration of the Pathways to Success model in the school and must ensure that students' achievement is representative of the integration.

The Director of Pathways, collaborates with the school leader to ensure that the pathway model supports the academic achievement of its students.

MAJOR RESPONSIBILITIES AND DUTIES:

- Oversee day-to-day operations of Pathways services in the school (youth development, college preparation, workforce development)
- In collaboration with Path Academy school administration, oversees student attendance to ensure Youth Development Specialists support and motivate students to stem the attendance gaps
- Administers student recruitment and enrollment process and oversees the admissions process
- Oversees development and delivery of comprehensive support services for students and their families
- Oversees coordination of parent engagement activities
- Works with Youth Development Specialists and academic team to assess student needs (academic and other)
- Reviews student plans in consultation with staff, provides recommendations and performs follow-ups assessing the quantity and quality of services provided
- Leads development, planning, and implementation of Pathways activities aligned with school mission and vision, and integration within academic curriculum
- Collaborates with Principal to ensure effective implementation of school culture and discipline plan
- Evaluates Pathways staff performance on to ensure students receive the necessary interventions so that they remain on track with their individualized plans
- Uses coaching and regular feedback to effectively improve performance, foster staff development; creates change, audits records, generates reports, and monitors staff performance via Management Information Systems (i.e. ensure complete and accurate timely input of data, [i.e. student case notes, records, plans and reports])
- Ensures staff achieve school youth development and post-secondary preparation targets targets: enrollment, participation, completion and retention rates, by evaluating employees' job performance in conformance with programmatic expectations and in adherence to school's policies and recommends appropriate corrective actions as needed
- Actively participates with Principal in planning school's professional development events to ensure cross functional integration of school based learning

- Maintains open communication with staff relative to programmatic changes, organization direction and protocol, and provides information as needed relative to new program initiative/deliverables
- Prepares and maintains records and reports, such as budgets, personnel records, and training manuals
- In collaboration with the Principal and members of the Board of Directors, participates in strategic planning and development activities to include presentation of information related to resource management, internal capacity, timelines for implementation and programmatic direction

ORGANIZATION EXPECTATION OF EMPLOYEE:

- Adheres to organization policies and procedures that align with the vision, mission and goals
- Bears in mind the core philosophies of the school when making decisions
- Acts as a role model internally & externally; maintains a positive and respectful attitude
- Works effectively with people from diverse backgrounds, beliefs, and experiences by creating an inclusive non-judgmental environment
- Consistently reports to work on time fully prepared to perform duties of position, and works his/her assigned hours
- Utilizes automated and other data systems effectively and efficiently

QUALIFICATIONS:

- Bachelor's Degree plus four years of relevant experience in integrating different work cultures as well as experience in leading complex organizations, youth development, human services, or experience within school system
- Comprehensive knowledge of positive youth development principles and ability to interact with youth, staff, parents, and external constituents
- Strong written, verbal and computer skills
- Valid CT driver's license and reliable transportation and/or own vehicle
- Belief that every student can and will achieve in your class
- Belief in and commitment to the mission and core philosophies of school
- Openness to giving and receiving frequent feedback
- Demonstrated ability to work effectively as a team member
- Demonstrated willingness to be held accountable for student results
- Demonstrated communication skills
- Demonstrated ability and experience to engage the interest of school aged students
- Demonstrated ability to work with diverse students including those with special needs
- Demonstrated ability to work well with parents, community and stakeholders
- Ability to juggle multiple tasks and initiatives at once
- Detail-oriented and self-directed
- Initiator, problem-solver, and creative thinker

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:
While performing the duties of this job, the employee is occasionally required to stand; walk; sit; use hands to finger, type, handle, or feel objects, tools or controls; reach with hands and arms; climb stairs; balance; stoop, kneel, crouch or crawl; talk or hear; taste or smell. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, at times the employee travels by automobile and is exposed to changing weather conditions prevalent at the time. The noise level in the work environment is usually moderate.

Department: Youth Education Services
Job Title: **High School Teacher**
Reports to: Principal
Supervises: None
Employment Status: Regular Full Time
FLSA Classification: Exempt

JOB PURPOSE: The teacher is the primary person responsible for delivering a rigorous blended learning academic environment for our youth; one that sets high expectations, data-driven, and effectively blends individualized online curriculum with student-centered project-based learning.

MAJOR RESPONSIBILITIES AND DUTIES:

- Teach approximately five periods per day, as directed by the Principal
- Plan and deliver engaging, rigorous lessons, according to students' needs and the provided curriculum, where applicable
- Maintain a positive, safe, and organized learning environment;
- Update grade book on a weekly basis
- Inform students and families about students' progress
- Implement school-wide student management policies within classroom
- Actively participate in all data teams, including grade level, content team, and other teams as designated by the Principal
- Make parental contact by phone and/or conduct home visits when necessary
- Attend/host parent meetings and conferences
- Chaperone field lessons
- Conduct morning, lunch, and afternoon duties during assigned times
- Complete and submit all necessary paperwork in a timely manner
- Demonstrate knowledge and support of school's mission, values, standards, policies and procedures, confidentiality standards, and code of ethical behavior
- Ensure compliance with all state and federal laws, local board policies, administrative guidelines, and the CT Educators Code of Ethics
- Serve as appropriate role model for school's colleagues, students, staff, and parents
- Conduct self in a professional manner during all school meetings
- Partner with Pathways staff for the individualized coordination of school-wide programs and services for each student (i.e. tutoring, mentoring, parental engagement, workforce development, and post-secondary educational plans, etc.)
- Accomplish tasks as appropriately assigned or requested

ORGANIZATION EXPECTATIONS OF EMPLOYEE:

- Adheres to organization policies and procedures that align with the vision, mission and goals
- Bears in mind the core philosophies of the school when making decisions
- Acts as a role model internally & externally; maintains a positive and respectful attitude
- Works effectively with people from diverse backgrounds, beliefs, and experiences by creating an inclusive non-judgmental environment
- Consistently reports to work on time fully prepared to perform duties of position, and works his/her assigned hours
- Utilizes automated and other data systems effectively and efficiently

QUALIFICATIONS:

- Bachelor's Degree from an accredited four-year educational institution.
- CT High School teacher certification/license: English, Math, Science, Social Studies, Special Education, and TESOL certifications are highly preferred
- Belief that every student can and will achieve in your class
- Belief in and commitment to the mission and core philosophies of school
- Openness to giving and receiving frequent feedback
- Demonstrated ability to work effectively as a team member
- Demonstrated willingness to be held accountable for student results
- Demonstrated communication skills
- Demonstrated ability and experience to engage the interest of school aged students
- Demonstrated ability to work with diverse students including those with special needs
- Demonstrated ability to work well with parents, community and stakeholders
- Ability to juggle multiple tasks and initiatives at once
- Detail-oriented and self-directed
- Initiator, problem-solver, and creative thinker

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Frequent prolonged and irregular hours of duty;
- Some light manual labor;
- Endure inclement weather conditions to provide for student safety.

WORK ENVIRONMENT:

While performing the duties of this job, the employee is occasionally required to stand; walk; sit; use hands to finger, type, handle, or feel objects, tools or controls; reach with hands and arms; climb stairs; balance; stoop, kneel, crouch or crawl; talk or hear; taste or smell. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, at times the employee travels by automobile and is exposed to changing weather conditions prevalent at the time. The noise level in the work environment is usually moderate.

Department: Pathways Services
Job Title: **Youth Development Specialist**
Reports to: Director of Pathways
Supervises: None
Employment Status: Regular Full Time
FLSA Classification: Non-Exempt

JOB PURPOSE: The Youth Development Specialist (YDS) is responsible for focused youth development services that will help to keep students engaged in high school through their obtainment of their high school diploma and enrollment in a post-secondary education. He or she will also coordinate and monitor the provision of services for students in all other areas, and act as the central hub for each student's plan within the school.

MAJOR RESPONSIBILITIES AND DUTIES:

- Meets with students at least once per week
- Works with students to create an Student Success Plan to assess where they are, and create a step-by-step plan to get where they want to be
- Assesses each student's personal development through the use of the teachings and techniques of the Thrive Foundation for Youth: intended to build a youth's social and emotional competence, unpack traumas, encourage the adoption of new norms and behaviors, and cultivate a "growth" mindset
- Acts as attendance monitors and provide attendance outreach to students if they are not in school
- Serves as the primary point of contact for parents, and are tasked with increasing parent engagement in the student academic experience
- Acts as the central hub for the individualized coordination of school-wide programs and services for each student, working with teachers and other service areas
- Accepts new assignments, establishes the first point of contact, and builds trust with each referred youth
- Provides proactive solutions and resources; as well as, empowers the youth to work towards reducing barriers
- Researches community resources and services based on youth's needs and empower the youth and families to access services
- Works with parents/caring adults to promote involvement in the student's education/life
- Provides systematic data collection and documentation of student's progress toward their established goals via automated information management systems and insures data inputs are timely and accurate, also maintains student hardcopy documentation as needed
- Achieves organizational standards: engagement, participation, completion, and retention rates
- Identifies and communicates significant caseload abnormalities during monthly case management review sessions with the Director of Pathways
- Serves as student advocate, assessing and assuring that quality care is given via one-on-one student mentoring
- Works with the academic staff to ensure students compliance with graduation requirements
- Works with Academic Services and Post-Secondary Career Coordinator in the coordination of college/post-secondary partnerships, tours and scholarship resources (FASFA Assistance, Bridge Programs, College Application Assistance, financial aid and S/PSAT Prep workshops, college essays and application)

- Assists in providing experiential learning opportunities within the school.
- Performs home and/or site visits as needed.

ORGANIZATION EXPECTATION OF EMPLOYEE:

- Adheres to organization policies and procedures that align with the vision, mission and goals
- Bears in mind the core philosophies of the school when making decisions
- Acts as a role model internally & externally; maintains a positive and respectful attitude
- Works effectively with people from diverse backgrounds, beliefs, and experiences by creating an inclusive non-judgmental environment
- Consistently reports to work on time fully prepared to perform duties of position, and works his/her assigned hours
- Utilizes automated and other data systems effectively and efficiently

QUALIFICATIONS:

- Bachelor's degree in human services field required (i.e. Social Work, Psychology)
- 2-3 years of experience working in case management environment with a particular focus on youth and/or young adults
- Proficient in use of computer technology
- Excellent written and oral communications skills
- Ability to work independently
- Valid CT driver's license and reliable transportation and/or own vehicle
- Belief that every student can and will achieve in your class
- Belief in and commitment to the mission and core philosophies of school
- Openness to giving and receiving frequent feedback
- Demonstrated ability to work effectively as a team member
- Demonstrated willingness to be held accountable for student results
- Demonstrated communication skills
- Demonstrated ability and experience to engage the interest of school aged students
- Demonstrated ability to work with diverse students including those with special needs
- Demonstrated ability to work well with parents, community and stakeholders
- Ability to juggle multiple tasks and initiatives at once
- Detail-oriented and self-directed
- Initiator, problem-solver, and creative thinker

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

While performing the duties of this job, the employee is occasionally required to stand; walk; sit; use hands to finger, type, handle, or feel objects, tools or controls; reach with hands and arms; climb stairs; balance; stoop, kneel, crouch or crawl; talk or hear; taste or smell. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, at times the employee travels by automobile and is exposed to changing weather conditions prevalent at the time. The noise level in the work environment is usually moderate.

Department: Pathways Services
Job Title: **Post-Secondary Education and Career Coordinators**
Reports to: Director of Pathways
Supervises: None
Employment Status: Regular Full Time
FLSA Classification: Non-Exempt

JOB PURPOSE: Post-Secondary and Career Coordinators are responsible for workforce development and college/post-secondary awareness/readiness services that will help to keep students engaged in high school through their obtainment of their high school diploma and enrollment in a post-secondary education.

MAJOR RESPONSIBILITIES AND DUTIES:

- Helps to prepare students for vocational certification programs, or 2- or 4-year colleges/universities.
- Organizes college tours, application workshops, and financial aid application assistance.
- Teaches the Career Competency Development Training course
- Secures job shadowing opportunities, internships, and part-time employment for students
- Works collaboratively with other Pathways staff to create student plans to address the youth's barriers, short and long-term education and employment goals, influences, and future aspirations
- Provides proactive solutions and resources; as well as, empowers the youth to work towards reducing barriers around Post-Secondary and Career Readiness
- Researches community resources and services based on youth's needs and empower the youth and families to access services
- Engages weekly with youth through the following methods- email, telephone, face-to-face, and social networking, whole group and small group Post-Secondary and Career workshops
- Achieves organizational standards: engagement, participation, completion, and retention rates
- Collaboratively serves, with Youth Development Specialist, as student's advocate, assessing and assuring that quality care is given via one-on-one student mentoring, focusing on Post-Secondary and Career Readiness
- Works with parents/caring adults to promote involvement in the student's education/life
- Provides systematic data collection and documentation of student's progress toward their established goals via automated information management systems and insures data inputs are timely and accurate, also maintains student hardcopy documentation as needed
- Collaborates with academic staff to deliver blended learning educational programs and Pathways supports
- Works with the academic staff to ensure students compliance with graduation requirements
- Leads each student with a viable post-graduation plan
- Identifies and communicates significant caseload abnormalities during monthly case management review sessions with the Director of Pathways

ORGANIZATION EXPECTATION OF EMPLOYEE:

- Adheres to organization policies and procedures that align with the vision, mission and goals
- Bears in mind the core philosophies of the school when making decisions
- Acts as a role model internally & externally; maintains a positive and respectful attitude

- Works effectively with people from diverse backgrounds, beliefs, and experiences by creating an inclusive non-judgmental environment
- Consistently reports to work on time fully prepared to perform duties of position, and works his/her assigned hours
- Utilizes automated and other data systems effectively and efficiently

QUALIFICATIONS:

- Bachelor's degree in human services field required (i.e. Social Work, Psychology).
- 2-3 years of experience working in case management environment with a particular focus on youth and/or young adults
- Must demonstrate effective communication skills by conveying necessary information accurately, listening effectively and asking questions when clarification is needed
- Proficient in use of computer technology
- Excellent written and oral communications skills
- Ability to work independently
- Valid CT driver's license and reliable transportation and/or own vehicle
- Belief that every student can and will achieve in your class
- Belief in and commitment to the mission and core philosophies of school
- Openness to giving and receiving frequent feedback
- Demonstrated ability to work effectively as a team member
- Demonstrated willingness to be held accountable for student results
- Demonstrated communication skills
- Demonstrated ability and experience to engage the interest of school aged students
- Demonstrated ability to work with diverse students including those with special needs
- Demonstrated ability to work well with parents, community and stakeholders
- Ability to juggle multiple tasks and initiatives at once
- Detail-oriented and self-directed
- Initiator, problem-solver, and creative thinker

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

While performing the duties of this job, the employee is occasionally required to stand; walk; sit; use hands to finger, type, handle, or feel objects, tools or controls; reach with hands and arms; climb stairs; balance; stoop, kneel, crouch or crawl; talk or hear; taste or smell. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, at times the employee travels by automobile and is exposed to changing weather conditions prevalent at the time. The noise level in the work environment is usually moderate.

Department: Pathways Services
Job Title: **School Based-Enrichment Activities Specialist**
Reports to: Director of Pathways
Supervises: None
Employment Status: Regular Full Time
FLSA Classification: Non-Exempt

JOB PURPOSE: The Enrichment Activities Specialists are responsible for teaching skills around entrepreneurship and enrichment activity content areas (e.g. music, art, health). Enrichment activities will focus on engaging youth and peaking and strengthening their interests in obtainment of their high school diploma and enrollment in a postsecondary education.

MAJOR RESPONSIBILITIES AND DUTIES:

- Shapes enrichment activities curriculum around the specific school content area with a project that is developed from conception to completion
- Collaborates with Academic Team during planning and implementation of project-based learning lessons and activities; aligns enrichment activities and projects with academic curriculum when appropriate
- Leads implementation and instruction of Life & Career Skills, Accountability, Cross-Cultural Skills, and Integrity (non-academic learning objectives) within the context of enrichment activities
- Implements all stages of the activity process, including but not limited to: Content Selection-Defining the content area being covered for the cycle, i.e. creating a music CD, youth newspaper, mural, fashion design, building a boat, or building a lead awareness campaign
- Works and coordinates strong partnerships to support content delivery for final project enhancements
- Creates concrete exercises to teach youth how to design, create and implement a plan/presentation
- Designs and delivers the curriculum that includes hands on skill development appropriate to the nature of the enrichment activity while supporting life skills training in the basic areas of resume writing, communication, self-awareness, interviewing, etc.
- Maintain active relationships with sponsors, peer Instructors, parents (when required), and the YDS of the youth served
- Uses data management systems appropriately to track all student entry, progress, and completion of enrichment activities
- Works collaboratively with YDS to develop Individualized Service Plan (ISP) to address the youth's barriers, short and long-term education and employment goals, influences, and future aspirations
- Researches community resources and services based on youth's needs and empower the youth and families to access services
- Engages weekly with youth through the following methods- email, telephone, face-to-face, and social networking, whole group and small group enrichment activities workshops
- Achieves organizational standards: engagement, participation, completion, and retention rates
- Collaboratively serves, with Pathways Staff and Academic Team, as student's advocate, assessing and assuring that quality care is given via one-on-one student mentoring, focusing on Postsecondary Readiness
- Works with parents/caring adults to promote involvement in the student's education/life

- Provides systematic data collection and documentation of student's progress toward their established goals via automated information management systems and insures data inputs are timely and accurate, also maintains student hardcopy documentation as needed
- Perform home and/or site visits as needed
- Accomplishes tasks as appropriately assigned or requested

ORGANIZATION EXPECTATION OF EMPLOYEE:

- Adheres to organization policies and procedures that align with the vision, mission and goals
- Bears in mind the core philosophies of the school when making decisions
- Acts as a role model internally & externally; maintains a positive and respectful attitude
- Works effectively with people from diverse backgrounds, beliefs, and experiences by creating an inclusive non-judgmental environment
- Consistently reports to work on time fully prepared to perform duties of position, and works his/her assigned hours
- Utilizes automated and other data systems effectively and efficiently

QUALIFICATIONS:

- Bachelor's degree preferred; Associate's degree and three years minimum experience in vocational counseling or related field, preferably in education, social work, criminal justice or business.
- Experience working in the field of positive youth development.
- Candidate must possess excellent interpersonal, problem solving and motivational skills. Bilingual/Bicultural preferred.
- Knowledge of modern office procedures and methods including telephone communications, office systems, and record keeping.
- Ability to establish priorities, work independently, and proceed with objectives without supervision.
- Ability to handle and resolve recurring problems.
- Must have teaching and mentoring skills.
- Working knowledge of small business concepts and principles and ability to teach it.
- Proficient in use of computer technology (i.e.: Microsoft Office, i.e. Word, Excel, Access and Publisher.
- Valid CT Driver's license with reliable transportation

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

While performing the duties of this job, the employee is occasionally required to stand; walk; sit; use hands to finger, type, handle, or feel objects, tools or controls; reach with hands and arms; climb stairs; balance; stoop, kneel, crouch or crawl; talk or hear; taste or smell. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. While performing the duties of this job, at times the employee travels by automobile and is exposed to changing weather conditions prevalent at the time. The noise level in the work environment is usually moderate.

Department: School Services
Job Title: **Administrative Assistant**
Reports to: Principal
Supervises: None
Employment Status: Regular Full Time
FLSA Classification: Non-Exempt

JOB PURPOSE: Provides administrative and secretarial support for the Principal and Pathways Director. In addition to typing, filing and scheduling, performs duties such as financial record keeping, coordination of meetings and conferences, obtaining supplies, coordinating direct mailings, working on special projects. Also, answers non-routine correspondence and assembles highly confidential and sensitive information. Deals with a diverse group of external callers and visitors as well as internal contacts at all levels of the school.

MAJOR RESPONSIBILITIES AND DUTIES:

- Schedules and organizes complex activities such as meetings, travel, conferences and school activities for all Path Academy Staff
- Performs desktop publishing creating and developing visual presentations for the director of Pathways
- Establishes, develops, maintains and updates filing system for the Principal and Director of Pathways as directed
- Maintains confidential files and retrieves information from files when needed.
- Organizes and prioritizes large volumes of information and calls.
- Sorts and distributes mail, opens mail for the all staff, drafts written responses or replies by phone or e-mail when necessary, responds to regularly occurring requests for information
- Answers phones for school, takes messages or fields/answers all routine and non-routine questions
- Act as a liaison with other school departments , CMO and outside agencies
- Handles confidential and non-routine information and explains policies when necessary.
- Works independently and within a team on special nonrecurring and ongoing projects, acts as project manager for special projects, at the request of the Principal and/or Director of Pathways, which may include: planning and coordinating multiple presentations, disseminating information, coordinating direct mailings, creating brochures
- Types and designs general correspondences, memos, charts, tables, graphs, business plans, etc.; proofreads copy for spelling, grammar, and layout, making appropriate changes; responsible for accuracy and clarity of final copy
- Supports school finances; Activities include: copying check requests & sending to Accounts Payable Travel reimbursement, documenting corporate credit card and submits to CMO's finance department as requested by Principal and/or Director of Pathways
- Ensure staff sign in and out
- Manage visitor and students coming into the building ensure they sign in and out
- Distribute payroll checks to staff on payday
- Ensure student daily attendance is tracked via established tracking systems
- Accomplishes tasks as appropriately assigned or requested

ORGANIZATION EXPECTATION OF EMPLOYEE:

- Adheres to organization policies and procedures that align with the vision, mission and goals

- Bears in mind the core philosophies of the school when making decisions
- Acts as a role model internally & externally; maintains a positive and respectful attitude
- Works effectively with people from diverse backgrounds, beliefs, and experiences by creating an inclusive non-judgmental environment
- Consistently reports to work on time fully prepared to perform duties of position, and works his/her assigned hours
- Utilizes automated and other data systems effectively and efficiently

QUALIFICATIONS:

- Associate's degree along with knowledge of secretarial, office administrative procedures, and knowledge of use and operation of standard office equipment.
- Work requires an extensive knowledge of business and an excellent command of the English language
- Must have high level of interpersonal skills to handle sensitive and confidential situations.
- Position continually requires demonstrated poise, tact and diplomacy.
- Independent judgment is required to plan, prioritize, and organize diversified workload, recommends changes in office practices or procedures.
- Some analytical ability is required in order to gather and summarize data for reports, find solutions to various administrative problems, and prioritize work.
- Work requires continual attention to detail in composing, typing and proofing materials, establishing priorities and meeting deadlines
- Must have knowledge of a variety of computer software application in word processing, spreadsheets, database and presentation software (MSWord, Excel, Access, PowerPoint)
- Excellent written and oral communications skills
- Ability to work in a fast-paced environment with demonstrated ability to juggle multiple competing tasks and demands.
- Ability to work independently
- Valid CT driver's license and reliable transportation

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

While performing the duties of this job, the employee is occasionally required to stand; walk; sit; use hands to finger, type, handle, or feel objects, tools or controls; reach with hands and arms; climb stairs; balance; stoop, kneel, crouch or crawl; talk or hear; taste or smell. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. While performing the duties of this job, at times the employee travels by automobile and is exposed to changing weather conditions prevalent at the time. The noise level in the work environment is usually moderate.

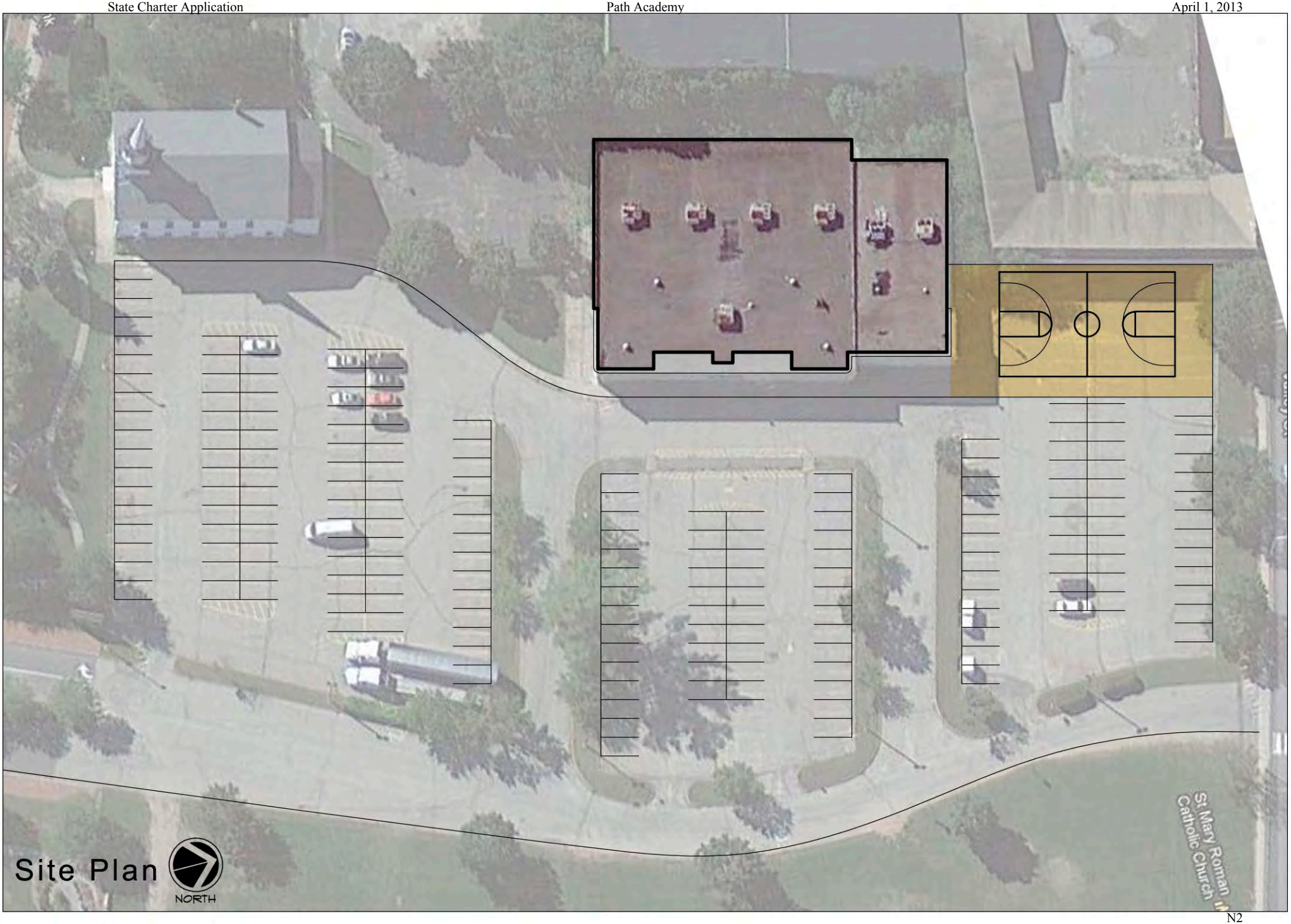
Appendix N

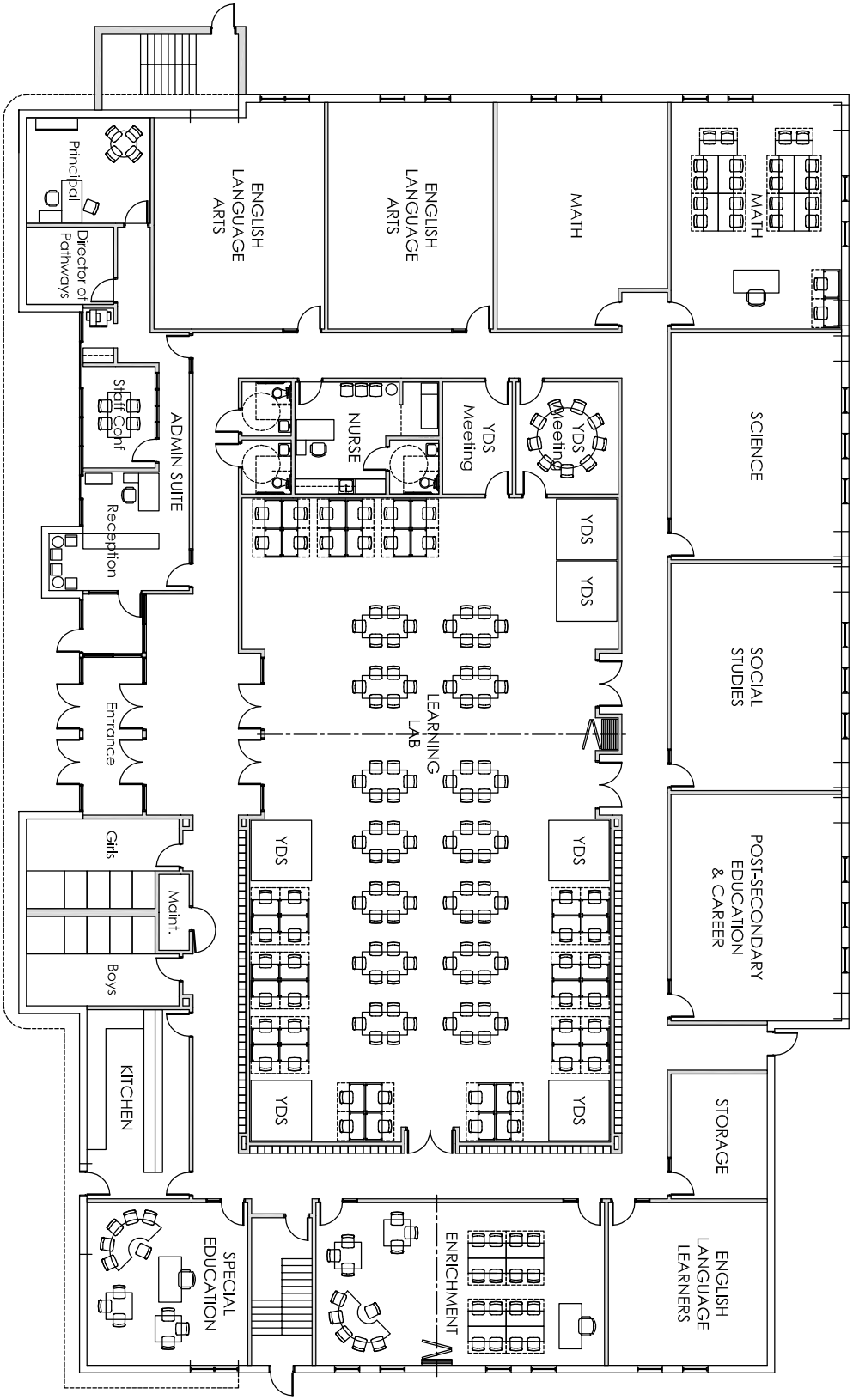
Facility Materials

Founding members worked with Crosskey Architects to develop preliminary floor plans, renderings, and other facility-related materials for the proposed site in Willimantic, CT. Materials included are:

Rendering - Outside
Site Plan – Outside
Floor Plan – Level 1
Floor Plan – Level 2
Preliminary Program
Preliminary Statement of Probable Construction Cost
Proposed Project Schedule

PATH ACADEMY


Site Plan
NORTH
St Mary Roman Catholic Church



SCHEMATIC FIRST FLOOR PLAN

Crosskey Architects LLC
Architecture Preservation Interiors
One Union Place Hartford, CT 06103
T: (860) 724-2020 F: (860) 724-2013

Proposed Charter High School - Windham

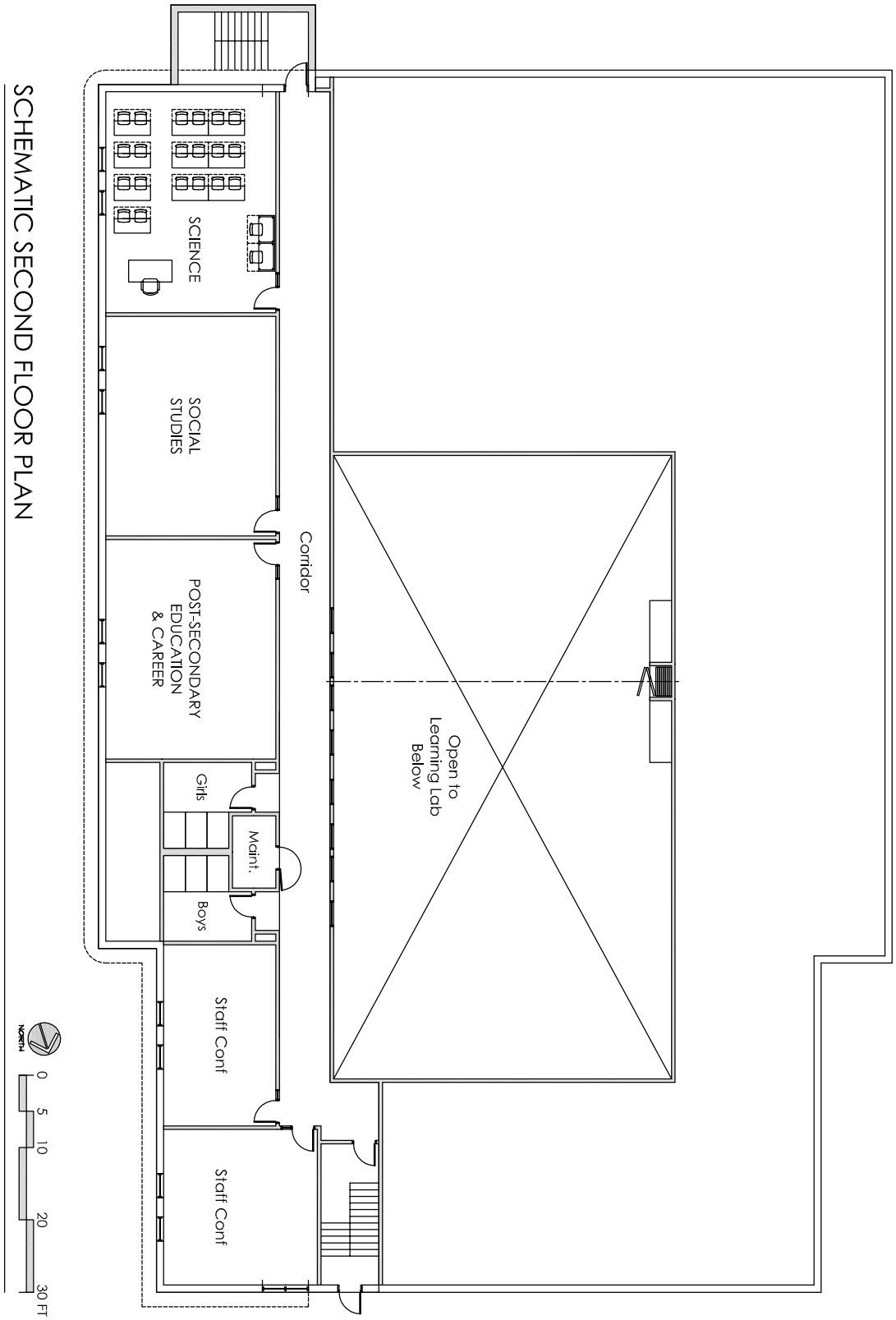
One Jillson Square Willimantic, Connecticut

Drawn: RG
Date: 14 March, 2013
Revisions:

SCHEMATIC FIRST FLOOR PLAN

A-1.1

Copyright 2013



SCHEMATIC SECOND FLOOR PLAN

Crosskey Architects LLC
Architecture Preservation Interiors
One Union Place Hartford, CT 06103
T: (860) 724-2020 F: (860) 724-2013

Proposed Charter High School - Windham

One Jillson Square Willimantic, Connecticut

Drawn: RG
Date: 14 MARCH, 2013
Revisions:

SCHEMATIC SECOND FLOOR PLAN

A-1.2

COPYRIGHT 2013

Proposed Charter High School - Windham

Crosskey Architects LLC
Architecture Preservation Interiors

Preliminary Program (200 Students) - March 14, 2013

Space ID	SF Each	Quantity	Total SF	Faculty	Student Cap.	Adjacencies	Remarks
Classrooms							White boards/grease boards, smart boards
Science	675	2	1,350	2	20	Storage Clos.	Small lab space, bars with sinks (no oxygen or gas)
Math	675	2	1,350	2	20		
English Language Arts	675	2	1,350	2	20		
Social Studies	675	2	1,350	2	20		
English Language Learners	450	1	450	2	15		
Special Education	450	1	450	2	15		
Post-Secondary Educ. & Career	675	2	1,350	2	15		
Enrichment	820	1	820	1	15		Storage, sink, operable partition, moveable risers
Subtotal		12	**8,470**	14			
Administration							
Principal	230	1	230	1			Small table for meetings
Reception	250	1	250	1		Dir of Pathways	Small waiting area w/ tables & chairs
Director of Pathways	120	1	120	1			Office supplies, copier, etc.
Nurse	280	1	280	1			Contains restroom
Staff Conference	Vary	3	970			Admin Suite	Can also serve as conference room, located both floors.
Subtotal		7	**1,850**	4			
Learning Center							
Learning Lab	3,610	1	3,610		128		Serves as cafeteria & meeting space for 220 students & staff. 44 carrel workspaces.
Youth Development Specialists	65	6	390	6			1 Youth Development Specialist per 33 students. 6 Workstations within Learning Lab
YDS Small Meeting Room	135	1	135				For private/group meetings - up to 4 Students
YDS Large Meeting Room	200	1	200				For private/group meetings - up to 8 Students
Subtotal		1	**4,335**				
Support							
Kitchen	340	1	340			Loading	Warming kitchen only (no commercial equipment)
Maintenance Closet	50	2	100				Utility sink, cleaning supplies, etc., on two floors
Storage Closet	210	1	210				Misc. equipment for classrooms, spare parts, etc.
Faculty Restooms	50	2	100			Admin Suite	Single occupant restrooms
Student Restrooms	180	4	720			Learning Lab	1 Water closet & lav. per 50 Students, on two floors
Subtotal		10	**1,470**				
Miscellaneous							
Physical Education	1,550	1	1,550				Outdoor Program Component (not included in totals below)
Subtotal		1	**1,550**				
NET TOTAL		30	**16,125**	18			
Net to Gross Multiplier			**1.4 X**				
GROSS TOTAL			**22,575 SF**				

Crosskey Architects LLC
Architecture
Planning
Interiors

14-Mar-13

Proposed Charter High School - Winham
One Jillson Square, Willimantic, CT

Preliminary Statement of Probable Construction Cost

Description of Work	Cost
General Conditions	$301,536
Demolition	$47,379
Misc. Metals	$47,379
Millwork	$207,306
Re-Roof	$62,000
Hollow Metal	$59,742
Wood Doors	$65,923
Door Hardware	$57,669
Glass & Glazing	$20,618
Drywall	$374,093
Acoustical Ceiling	$261,601
Flooring	$55,615
Carpet	$39,143
Painting	$123,592
Accessories	$45,325
Plumbing	$94,758
Fire Protection	$94,758
Mechanical	$912,523
Electrical	$603,543
Total	**$3,474,500**

Not Included:
Furniture, Fixtures and Equipment
Site Work
10% Contingency

Crosskey Architects LLC
Architecture
Preservation
Interiors

Proposed Charter High School - Windham
One Jillson Square, Willimantic, CT

March 14, 2013

Proposed Project Schedule

Pre-Planning, Acquisition and Financing	**8 Weeks**
	Commence April 1, 2013
STATE DECISION	**June 5, 2013**
Finalize Financing and Acquisition	**July 1, 2013**
SDE Bureau of School Facilities PREP Meeting	
Construction Document Preparation	**14 Weeks**
	Commence July 1, 2013
Schematic Design	3 Weeks
Design Development	3 Weeks
Contract Documents (50%)	4 Weeks
Contract Documents (100%)	4 Weeks
	Complete by October 7, 2013
SDE Bureau of School Facilities Plan Review and Approval	**30 Days**
Bid Period	**2 Weeks**
Construction Period	**34 Weeks**
	Complete by July 7, 2014

One Union Place ● Hartford, CT 06103 ● Phone: (860) 724-3000 ● Fax: (860) 724-3013 ● E-mail: wc@crosskey.com

APPENDIX O

Resumes – Our Piece of the Pie, Office of Research and Organizational Performance

Path Academy intends to contract with Our Piece of the Pie®, Inc. (OPP®) as the charter management organization. The agency has an Office of Research and Organizational Performance, staffed by two experts in data systems, performance management, and evaluation. These evaluation professionals have led OPP's day-to-day data management and analysis, as well as implementing the agency's overarching evaluation efforts. Most recently, this has included managing a third party formative evaluation of the community-based programs and services. In addition, the Office of Research and Organizational Performance (OROP) has managed the development of an integrated data system at the agency's partnership high school in Hartford, CT. This system has a plug-in foundation, which allows multiple data systems to plug and release data into a system that combines data into one synthesized report. These individuals will lead similar efforts at Path Academy. Resumes for these professionals are appended here.

SEAN SEEPERSAD 3698 W Persimmon Lane ◆ Fresno California 93711
www.creativelearningniches.com (559) 492-0256 (cell) ◆ sean@creativelearningniches.com

PROGRAM EVALUATOR/RESEARCHER

Evaluative researcher on five different research projects. Projects ranged from evaluation of teaching practices, community agencies, including at-risk youth, and training programs. Evaluation reports have been presented at professional conferences, through websites, in grant-writing, and with agency leaders. Competent in all aspects of evaluative research from needs assessment, program theory development, program monitoring, impact assessments, and reporting.

PROFESSIONAL EXPERIENCE

Our Piece of the Pie, Inc. ◆ Hartford, Connecticut 2011-present
A youth serving non-profit focused on providing education, workforce, and youth development services to an at-risk youth population. Serves approximately 1,100 minority youth.

Senior Director, Research and Organizational Performance

- Oversight over all aspects of the Office of Research and Organizational Performance. Conducts all research and evaluation activities, including special research projects, overseeing external evaluators, and consultants. Additional responsibilities include informing the organization about current evidence-based practices, research, and youth development field advancements. Overseeing the Director of Performance Management and produces reports to meet department and organizational needs for performance and effectiveness..

California State University, Fresno ◆ Fresno, California 2005-2011
Serving a student population of 21, 500 students with a Hispanic majority (36%). Employs 1,100 faculty working in 8 colleges ranging from engineering to arts/humanities to agriculture.

Assistant Professor
Taught eight 3-unit courses during each academic year. Conducted 8 research projects including evaluative research. Provided consultation advice and assistance to the university and community agencies.

- **Conducted 8 different research projects of topics ranging from teaching to social science.**
  - Presented five research projects at national/international conferences or in publications.
  - Conducted 3 evaluative research projects. Two research projects were evaluations of the effectiveness of teaching techniques. The other project was a needs assessment for a community agency.
  - Supervised undergraduate or graduate students in four of the research projects.
- **Established strong community relationships between the department and the community agencies.**
  - Creation of an internship course for students in the department. Set up working relationships with over 23 nonprofit, state, and for-profit community agencies and placed interns within each agency.
  - Launched a youth group for minority teenagers with Stone Soup of Fresno that met weekly.
  - Organized 4 panel discussions with community leaders to talk about their professions with students.
  - Assisted community leaders with requests for help; including guest speaking and fund-raising.
- **Delivered high quality teaching and mentoring activities. Improved department curriculum.**
  - Mentored and advised over 120 students. Student overall satisfaction was at least 3.5 out of 4.
  - Attended 30 educational workshops discussing issues related to teaching and student mentoring.

SEAN SEEPERSAD

www.creativelearningniches.com (559) 492-0256 (cell) ◆ sean@creativelearningniches.com

Champaign County Operation Snowball ◆ Urbana, Illinois 2003-2005
A teen problem prevention program for at-risk youth. Serves approximately 70 adolescents ages 14-18.

Evaluator (2004-2005)
Created and implemented an evaluation program and produced an evaluation report used in grant-writing and resulted in an increase funding.

- **Conducted interviews with program leaders and clients and analyzed program documents to develop a native program theory**
- **Developed and implemented both program monitoring and impact assessments. Assessments involved questionnaire and database construction.**
- **Analyzed results from program monitoring and impact assessment and presented findings in a report.**
- **Reports were used in grant-writing applications and resulted in increased funding for agency**

University of Illinois at Urbana-Champaign ◆ Urbana, Illinois 2000-2005
Serving a student population of 43,800 students. Employs 3,042 faculty working in 17 colleges.

Project Director and Research Assistant (2000-2005)
Directed or assisted three research projects, including one evaluative project. Provided analyses for large scale datasets (1000+ questionnaires).

- **Completed research projects that involved large scale datasets across a variety of different research topics.**
  - Served as Project Director on two research projects. Projects entailed hiring, supervising and training 4 undergraduate students, creating and maintaining a data filing and storage system, scale construction and analysis, creating evaluative questionnaires, reporting on data analysis.
  - Served as webmaster for project website providing information and research articles about The Youth Development Experience Project http://www.youthdev.illinois.edu/ Developed website from conception to implementation and maintained the website.
- **Conducted an evaluative research project entitled: An Educational Approach to Increase Cultural Competence in Health Care Providers.**
  - Developed educational online modules and discussion groups to teach skills in providing culturally sensitive health care
  - Assisting with needs assessments and evaluation of educational intervention with medical professionals

Teaching Instructor and Assistant (2000-2005)
Taught 2 discussion courses per academic year and worked with faculty instructor to design assignments.

Psychological Research Centre ◆ St. Augustine, Trinidad and Tobago 1998-2000
A research unit in the Department of Behavioral Sciences at the University of the West Indies, St. Augustine in Trinidad and Tobago. Staff includes a director, manager, 2 research assistants, and 2 staff. Center addresses the needs of social science students and community agencies.

Graduate Assistant
Provided research assistance for nationwide surveys.

- **Successfully maintained the day-to-day operations of the research center.**
  - Supervised and trained support staff, including secretaries, office managers, and data entry clerks.

SEAN SEEPERSAD

www.creativelearningniches.com (559) 492-0256 (cell) ◆ sean@creativelearningniches.com

- **Assisted in designing, implementing, and reporting on research projects for publication, community agencies, and government officials.**
  - Duties included creating samples, designing questionnaires, training interviewers, data entry, data cleaning and management, and production of reports for newspapers, books, and professional journals
- **Conducted several workshops on using SPSS, Geographic Information Systems, and Microsoft Office applications**

EDUCATION

MS and Applied PhD
Human and Community Development
University of Illinois at Urbana-Champaign
Urbana, Illinois

BS, Sociology with Psychology
University of the West Indies
St. Augustine, Trinidad and Tobago

KIMBERLY WILLIAMS- RIVERA

208 East Barber St. Windsor CT● Cell (860) 205-4531
Email:hecandkim@gmail.com

CORE STRENGTHS:

- Program Evaluation
- Effective Supervisory Skills
- Outcome Frameworks
- Performance Management
- Decisive/Ethical Leadership
- Community Outreach/Engagement
- Monitoring for Contract Compliance
- Systems Administration
- Data Monitoring and Reporting

CAREER EXPERIENCE:

Our Piece of the Pie – Hartford, CT 2012 - Present

Director of Organization Performance Management

Implements plans for data inputs and outcomes for an organization staff of (60) in respective Pathways to Success departments including Opportunity High School Youth Development, Youth Business, Employment Post-Secondary Services, and Vocational Training; collaborate with the Senior Director of Research in the development, implementation and evaluation of programs and services. Utilizes keen analysis and insights with team approach to drive organizational improvements

- Leads diverse groups to develop school performance metrics and program performance measures.
- Leads process in establishing school and student dashboards
- Streamline communication and establish process manuals and training protocols across respective departments to improve quality increase competence and allow for the best delivery of services.
- Successful management of a diverse set of funders, expectations and outcomes

Our Piece of the Pie – Hartford, CT 2005 - 2012

Director of Quality Assurance

Develop organization plan for monitoring and evaluating youth programming. Assist with design and implementation of data systems, Conduct gap analysis, Interpret data and research influencing factors, Develop systems and plans for continuous improvement, Provide systems administration and modification for system improvement, Assist with identification of indicators and outcomes as success or early warning predictors Train and manage director level professionals to effective manage staff towards desired program outcomes.

- Managed the organization through a two year self-evaluation process with the National Youth Employment Coalition.
- Lead NYEC Promising and Effective Practices Network (PEPnet) Assessment which led to the organizations receipt of national accreditation for quality youth and workforce development services in 2009. Only 1 of 4 youth development organizations accredited nationally.
- Performance Management System assessed to be amongst the top 10% on the country in the field of youth development.

HARC – Hartford, CT 2002-2005

Manager of Residential Supports

Responsible for recruitment and retention of 20 professionals, assisted Director and upper management with assuring all residents are receiving physical and mental supports ranging from intermittent to pervasive levels. Ensure overall health and safety in keeping with local agency state and federal laws. Supervised and evaluated staff, maintained employee files, and coordinated work schedules. Interviewed, selected and discharged employees. Identified professional development opportunities, compiled and interpreted monthly reports, and coordinated regular staff meetings.

- Spearheaded group home staff and parent groups to decrease ambivalence and anxieties.
- Developed achievable and engagement activity targets based on resident needs.
- Maintained safe, secure, and caring residential settings

CT Institute for the Blind – Hartford, CT 1998-2001

Residential Manager

Supervise routines of programs; provide supports for medical and social needs of residents. Manage licensing Inspections and Interdisciplinary team meetings, Implement all provisions of agency policy and procedures, Manage agency funds according to DSS and other State regulations. Supervised and evaluated staff, maintained employee files, and coordinated work schedules. Interviewed, selected and discharged employees. Identified professional development opportunities, compiled and interpreted monthly reports, and coordinated regular staff meetings.

- Residential programming was successful in meeting its goals year after year.
- Implemented an evaluation method where staff provided routine feedback about my leadership
- Sustained a zero staff grievance record in a unionized environment.

.

EDUCATION & PROFESSIONAL DEVELOPMENT:

2012	Evaluation Advisory Steering, Michael Bailin PhD, David Hunter PhD, Steven Adamowski PhD
2011	Building Logic Models for Organizations, Brandeis University
2011	Change Management for Leadership
2011	Research and Development, New Form of Evaluation
2010	Effective Design and Use of Performance Assessments for ELO, Certificate
2010	Gold Certified ETO Site Administrator- Certificate
2009	Program Indicator and Benchmark Identification, Barry Goff PhD
2009	Program Indicator and Benchmark Identification, Barry Goff PhD
2007	Business Logic Model and Mission Alignment, David Hunter PhD
2006	University of Connecticut – Liberal Arts, Sociology – Bachelors of Arts Degree
2005	Strategic Planning Sessions, Bridgespan Group
2003	Mediation in the Workplace, Dana Mediation Institute, Certificate
2002	Physical/psychological Management Training
1999	Self Determination, Crisis Prevention Institute

PROFESSIONAL AFFLIATIONS:

2012	Greater Hartford Jaycees
2012	Leadership Greater Hartford
2011	American Evaluation Association
2011	National Association for Workforce Development Professionals
2005	National Youth Employment Coalition, NYEC
2005	Center for Law and Social Policy, CLASP

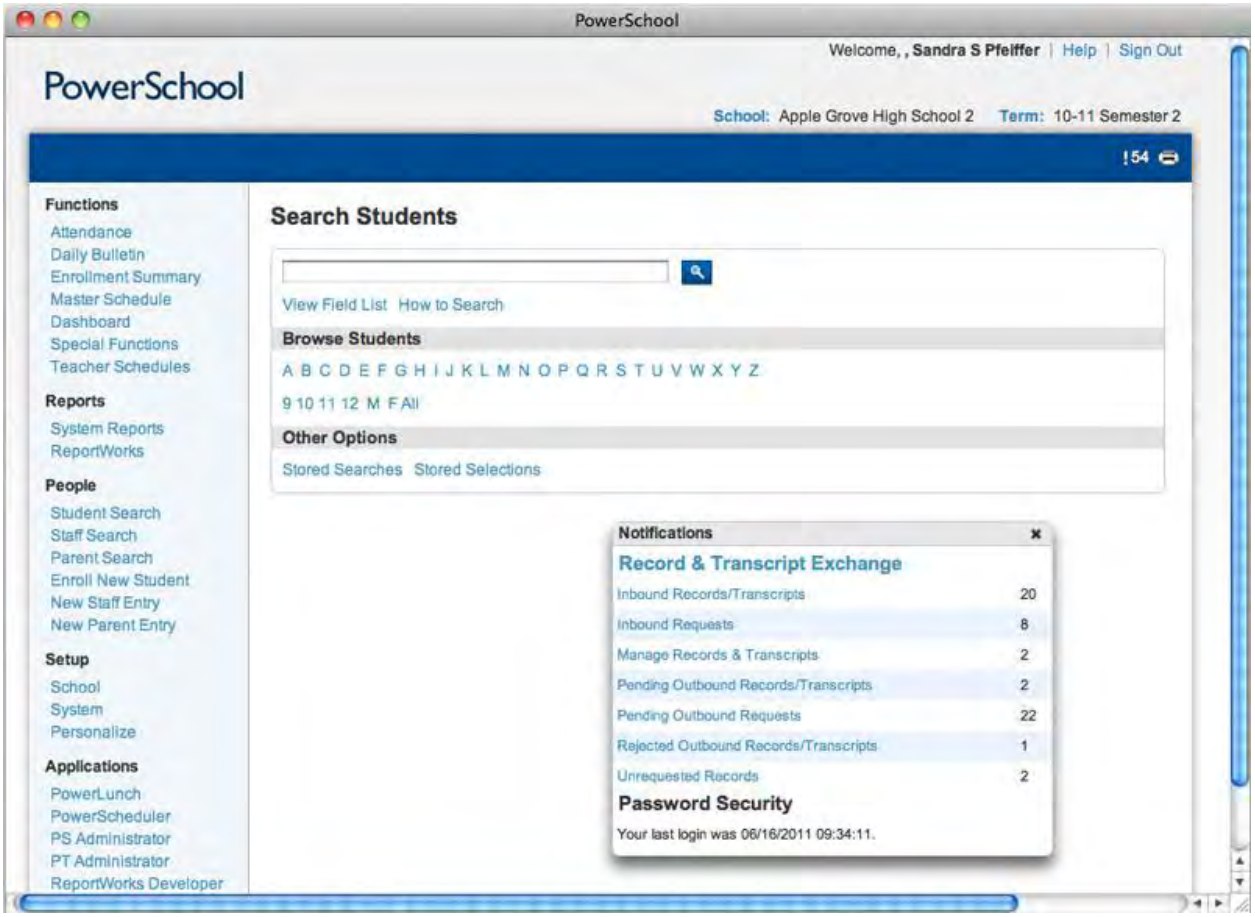
APPENDIX P

PowerSchool Screenshots

The following screenshots and summaries from the PowerSchool website demonstrate the specific tools that Path Academy plans to use, in combination with the school's additional data management systems. While Kickboard will be the primary source of classroom data (behavior, academics), and ETO will be the primary source of youth and workforce development data, PowerSchool will primarily hold student service information (e.g. health records, transcripts).

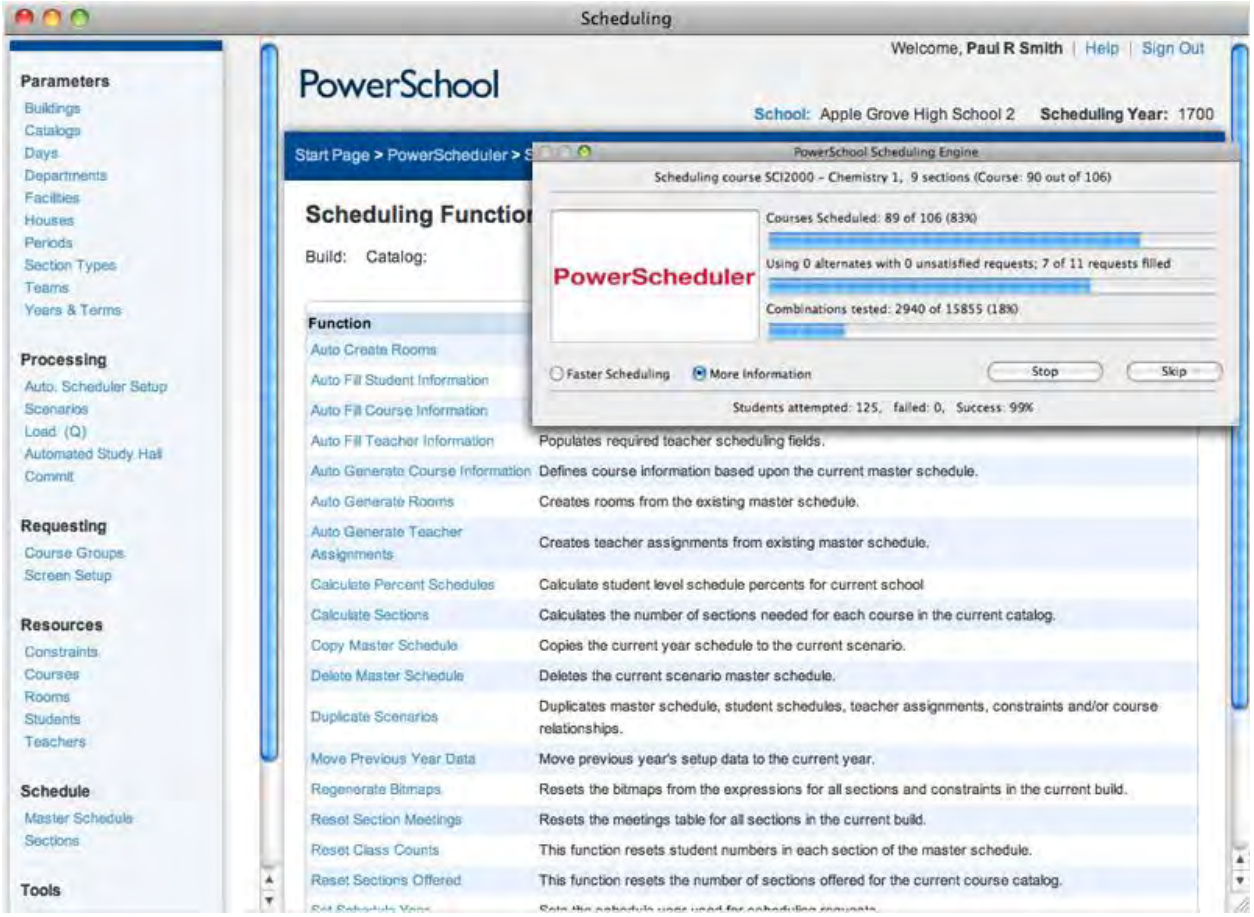
Student Record & Transcript Exchange

With the PowerSchool Student Record & Transcript Exchange, schools are now able to send student records securely from one school to virtually any other school within the U.S. and Canada. This new feature integrates Pearson's National Transcript Center (NTC) and allows schools to submit requests for student records, or fulfill requests from other schools, right from within PowerSchool. NTC is also open to all K-12 schools in the U.S., so non-PowerSchool districts can also use the system to request and send records. This will be used to transfer student records from their home districts.



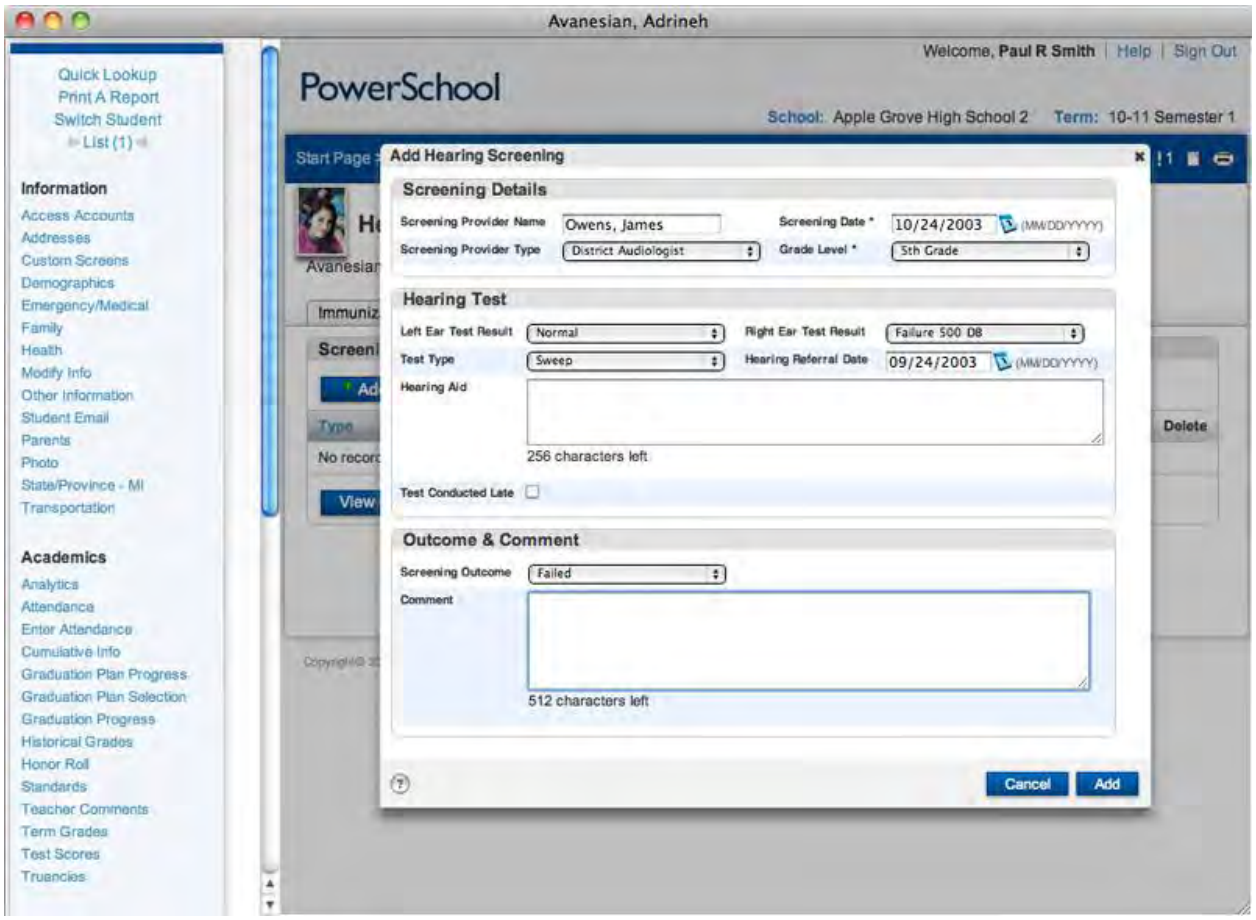
PowerScheduler

Path Academy's student schedules will be personalized to allow for mastery-based progression through courses (at their own pace). Therefore, the algorithm-based PowerScheduler will allow us to enter student information and generate the most efficient schedules.



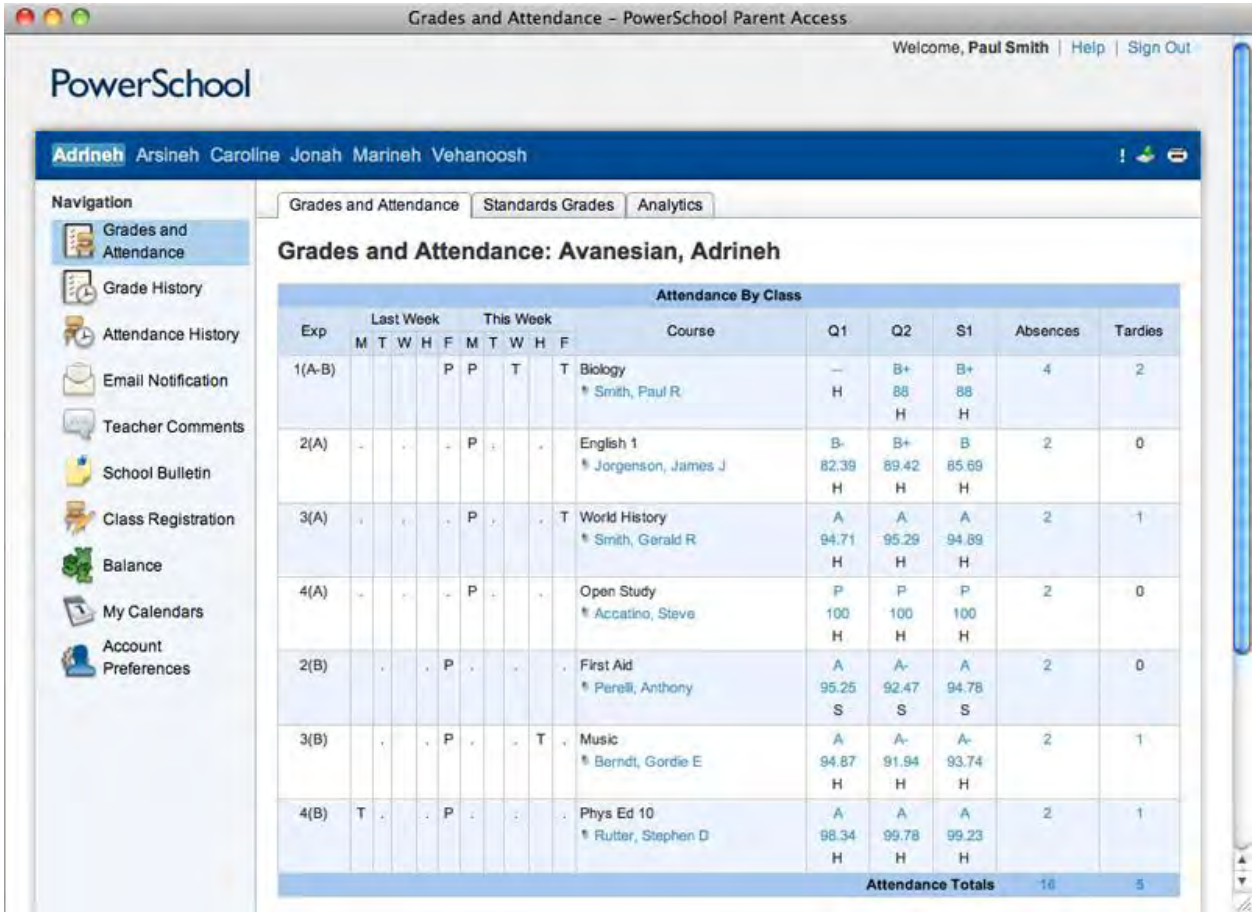
Health Screenings

Path Academy will use PowerSchool to log all updates to student health information.



Student and Parent Access

Path Academy will use PowerSchool's parent portal to communicate critical school information, as well as provide access to parents on detailed student information. This may include pages for every class (with information such as the syllabus, grades, homework assignments), information on progress toward state standards, comments from teachers, or information on school-wide activities. This parent portal may also be translated into one of 19 different languages.



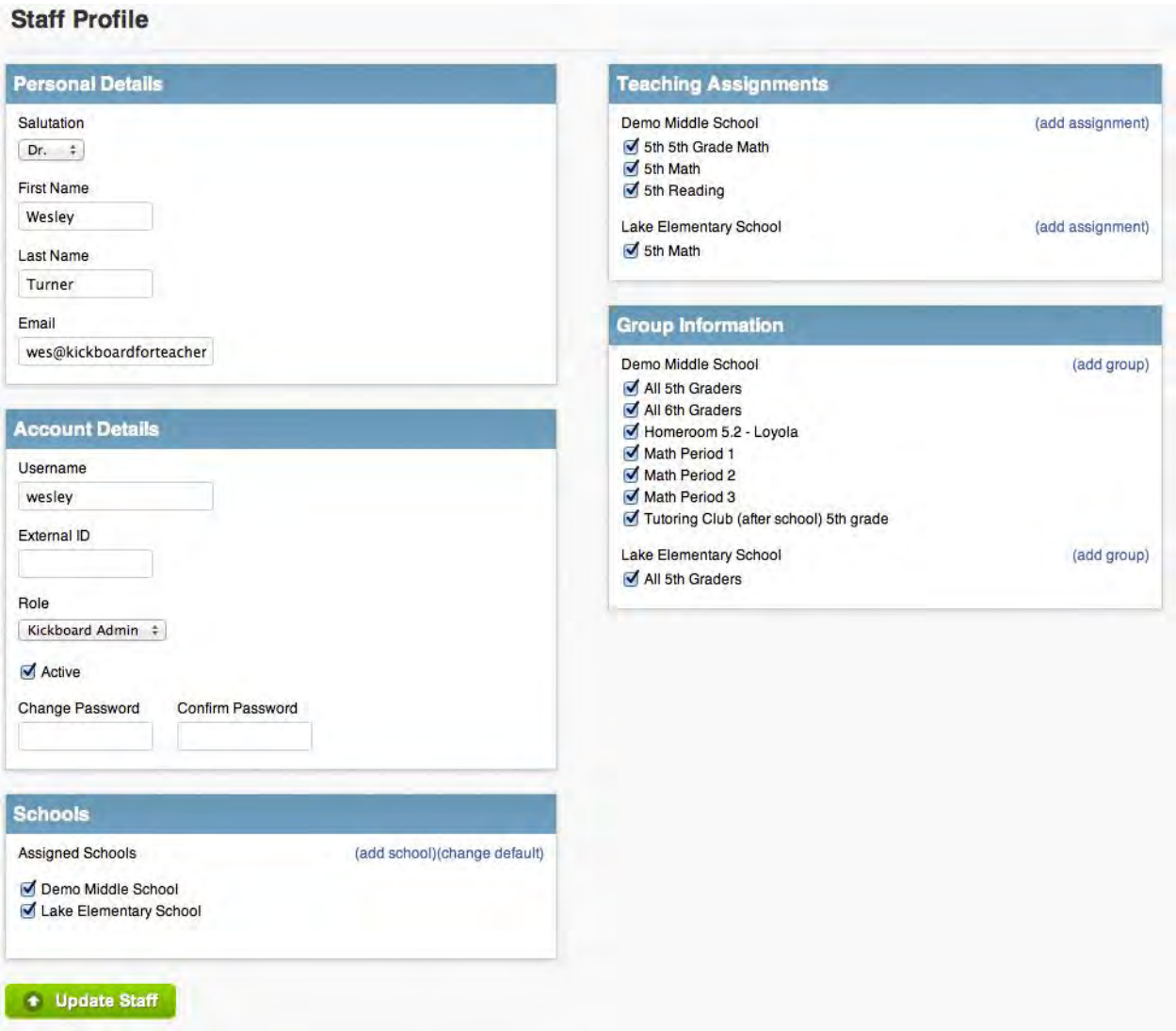
APPENDIX Q

Kickboard Screenshots

The summary materials and screenshots from Kickboard demonstrate the system's capacity, focusing on the features that Path Academy's teachers and staff will use to monitor student progress. In particular, Path Academy's teachers and staff will use the school culture and academic features, tracking student behavior and mastery of skills (academic and non-academic). The system will allow all school staff members to have access to personalized files for each student; this data may then be compared across classes, cohorts, or the whole school. This will particularly help teachers to differentiate instruction and provide support in the specific areas that each student needs. Assessment results from all outlets (e.g. Edgenuity, project rubrics) will be fed through this system, providing a holistic picture of each student's academic progress.

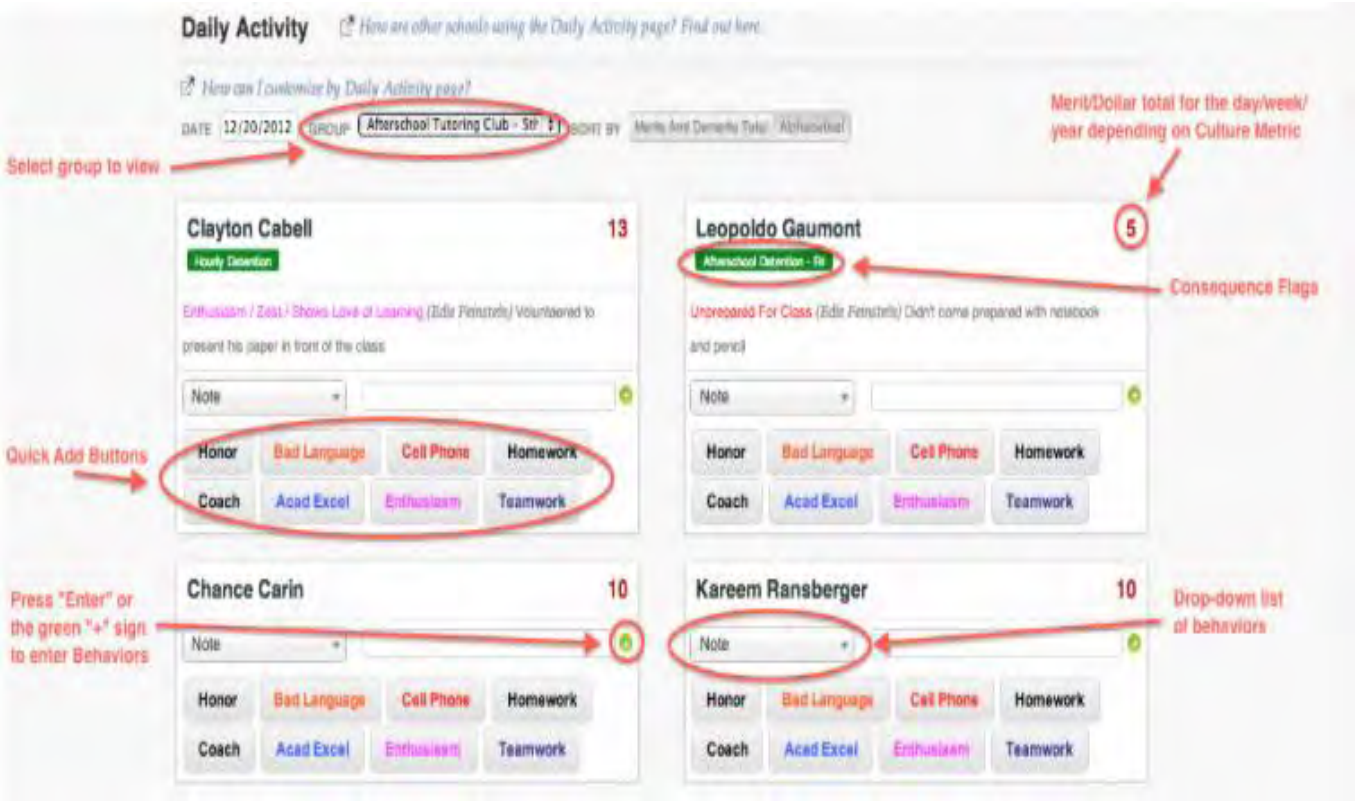
Staff Settings

Path Academy's school leadership can easily add staff roles in Kickboard with Teacher and School Admin permissions and responsibilities. A teacher can then track & analyze behaviors and academic progress for students. A School Leader can customize Kickboard by adding/editing Behaviors, Courses & Skills, Teachers and Students. They can also customize reports such as the Weekly Character Report and Report Cards.



School Culture

School and classroom culture are foundational for every successful school. Kickboard will let Path Academy teachers and staff track the behaviors and character traits that they choose, helping them to maintain consistent expectations.



Culture Settings

Culture Settings Information

Point Systems *Can I use the dollar and merits system simultaneously?*

☑ Dollars

- Behaviors with dollar points will be labeled throughout the site with "$"
- Our school calls a student's total dollar amount a Character
- Automatically deposit 100 into each student's account Weekly
- Daily total ranges from -100000 to 100000 and is calculated as a Net total.
- Weekly total ranges from -100000 to 100000 and is calculated as a Net total.
- Yearly total ranges from -100000 to 100000 and is calculated as a Net total of Weekly Totals
- ☑ Enable Points Banking System

  This means yearlong totals will be displayed two ways: before "bank purchase" Behaviors are applied and after. Daily and Weekly totals will not be affected because "bank purchase" Behaviors are excluded from Daily & Weekly statistics.

☐ Merits

- Our school calls this Merits anc
- Our school calls a student's total merits Merits anc
- Automatically deposit 10 into each student's account Daily
- Daily total ranges from -100000 to 100000 and is calculated as a Net total.
- Weekly total ranges from -100000 to 100000 and is calculated as a Net total.
- Yearly total ranges from -100000 to 100000 and is calculated as a Net total of Weekly Totals
- ☐ Enable Points Banking System

  This means yearlong totals will be displayed two ways: before "bank purchase" Behaviors are applied and after. Daily and Weekly totals will not be affected because "bank purchase" Behaviors are excluded from Daily & Weekly statistics.

Culture Metric

Character Point Total | Daily

This number is displayed on Daily Activity as a student's current behavior point total. Depending on your school's discipline logic, it may also be used to determine if a student is auto-assigned a consequence. This also selects the preferred culture system to use when generating behavior summaries for Report Cards.

Schedule

Our culture week starts on: Monday

If points are automatically deposited weekly, they will be deposited on this day.

Activate auto-deposits ☑

Open the Auto Deposit History tool.

Hourly Consequences

Moved to individual Consequence settings

Consequence Systems

☑ Uses Fixed Day

☑ Uses Hourly

☐ Uses Continuous

Features *How does this work?*

☑ Can Add/Edit Behavior Logs In Past

Update

Progress Report (Student "Paycheck") Settings

Main

Report Name: Progress Report (Student

Header

- [x] Show Header
- [x] Show Header Logo
- [x] Show Header Phone
- [x] Show Header Date
- [x] Show Header Group
- [x] Show Header Info

Header Info

School Phone Number
School Address
School Principal Name

School Announcements and Notes

- [x] Show Notes

Notes Header: Welcome to Demo Acader

Notes

Character/Behavior History

- [x] Show Behavior History By Day

Header for Positive Behaviors: Living the Values! Keep it

Header for Negative Behaviors: Opportunities for Growth!

Next to each behavior, show:

- [x] Staff Name
- [x] Comments
- [x] Individual Character Point Total Point Values

- [x] Show Character Point Total Total By Day

Academic Mastery

- [x] Show Student's Current Grade in Each Course
- [x] Show Academic GPA

Character Point Total Statistics

- [x] Show current total
  - [x] Display total on a "real-looking" check

    Custom Check Memo: Work Hard. Be Nice. Chan

  - [x] Show weekly totals on a graph
- [x] Show weekly average: current marking period
- [x] Show weekly average: year long
- [x] Show yearlong total
  - [x] Show totals before and after bank purchases

Path: p

Missing Assignments List

- [ ] Show Missing Assignments

No Missing Assignments Message: Your student is an assigni

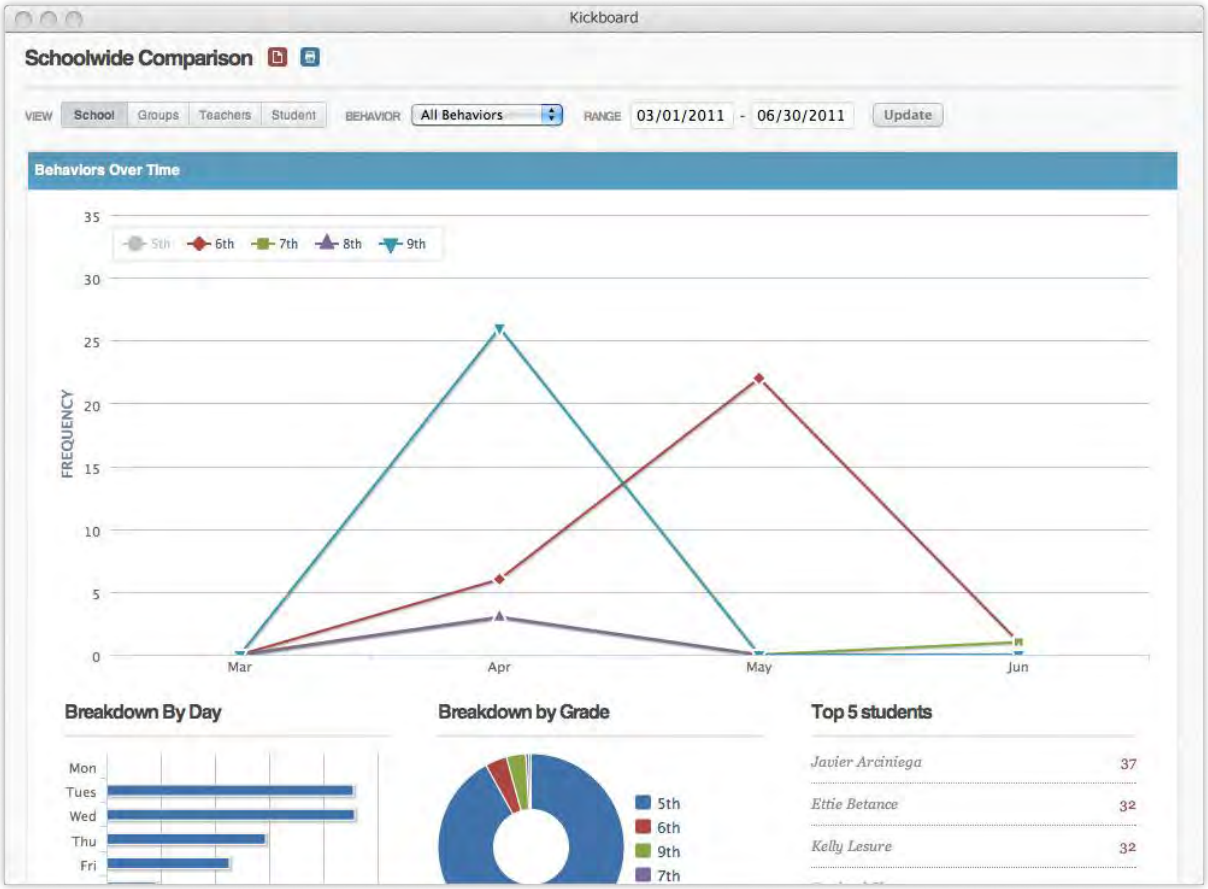
Parent Signature

- [x] Show Parent Signature

Consequence Roster Settings

- [x] Show Continuous Roster Summaries
- [x] Show Fixed Day Roster Summaries
- [x] Show Hourly Roster Summaries

Update Settings


Kickboard
Schoolwide Comparison
VIEW
School
Groups
Teachers
Student
BEHAVIOR
All Behaviors
RANGE
03/01/2011 - 06/30/2011
Update
Behaviors Over Time
5th
6th
7th
8th
9th
FREQUENCY
35
30
25
20
15
10
5
0
Mar
Apr
May
Jun
Breakdown By Day
Mon
Tues
Wed
Thu
Fri
Breakdown by Grade
5th
6th
9th
7th
Top 5 students
Javier Arciniega 37
Ettie Betance 32
Kelly Lesure 32

Academics

Course Information - Demo Middle School

Settings

- [x] Active
- [x] Core

What does core mean?

Thresholds

Min Percent		Color	Delete
80	to 100		
60	to 79		
0	to 59		

+ Add New Threshold

Assessment Categories

Category	Counts	Active
Do Now		✓
Essays		✓
Exit Tickets		✓
Homework	✓	✓
In-class Observation		✓
Interims		✓
Lab Reports		✓
Quick Checks		✓
Quizzes	✓	✓
Tests	✓	✓

+ Add New Category

Grading Scale

Label	Min Value		GPA Value	Color	Delete
A	90	to 100	4.00		
B	80	to 89	3.00		
C	70	to 79	2.00		
D	60	to 69	1.00		
F	0	to 59	0.00		

+ Add New Label

Assigned Staff

- [x] Elizabeth Wilson
- [x] Sammy Harris
- [x] Jack Sample User
- [x] Allan Chapman
- [x] Brenna Benson
- [x] Dan Thompson
- [x] Edward Johnson
- [x] Edward Stutes
- [x] Mr. Kevin Green
- [x] Christian Burck
- [x] Susan Sarandon
- [x] Dr. Wesley Turner
- [x] Jen Medbery
- [x] Nicole Parker
- [x] Lynzi Sample User
- [x] Edie Feinstein

-- select a staff -- Assign

Update Course

Schoolwide Default Academic Settings

Quick Tips for Default Settings!

Grading Scales

Label	Min Value		GPA Value	Color	Delete
A	90	to 100	4.00		
B	80	to 89	3.00		
C	70	to 79	2.00		
D	60	to 69	1.00		
F	0	to 59	0.00		

Add New Label

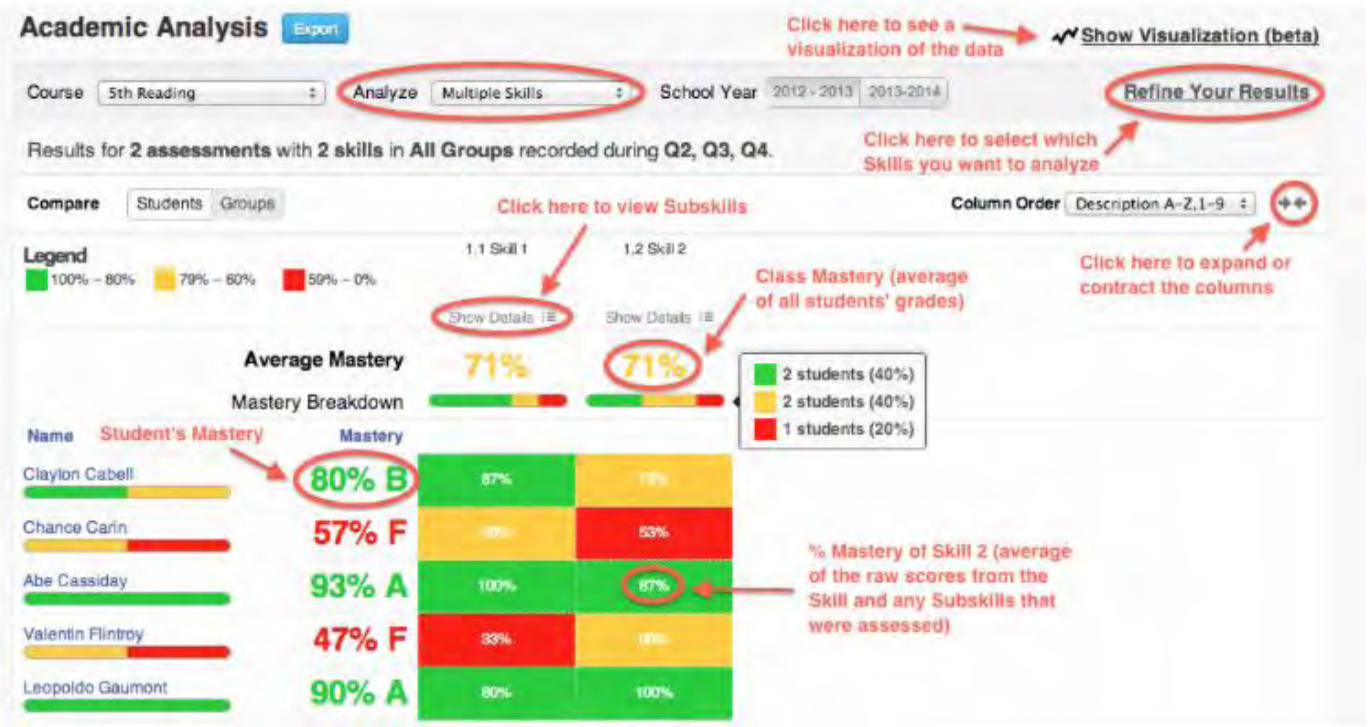
Add

Mastery Thresholds

Min Percent		Color	Delete
90	to 100		
80	to 89		
70	to 79		
60	to 69		
0	to 59		
0	to -1		

Update

Kickboard allows teachers to analyze student mastery of specific skills and standards. The color coding is based on pre-set standards of mastery (teachers may set).

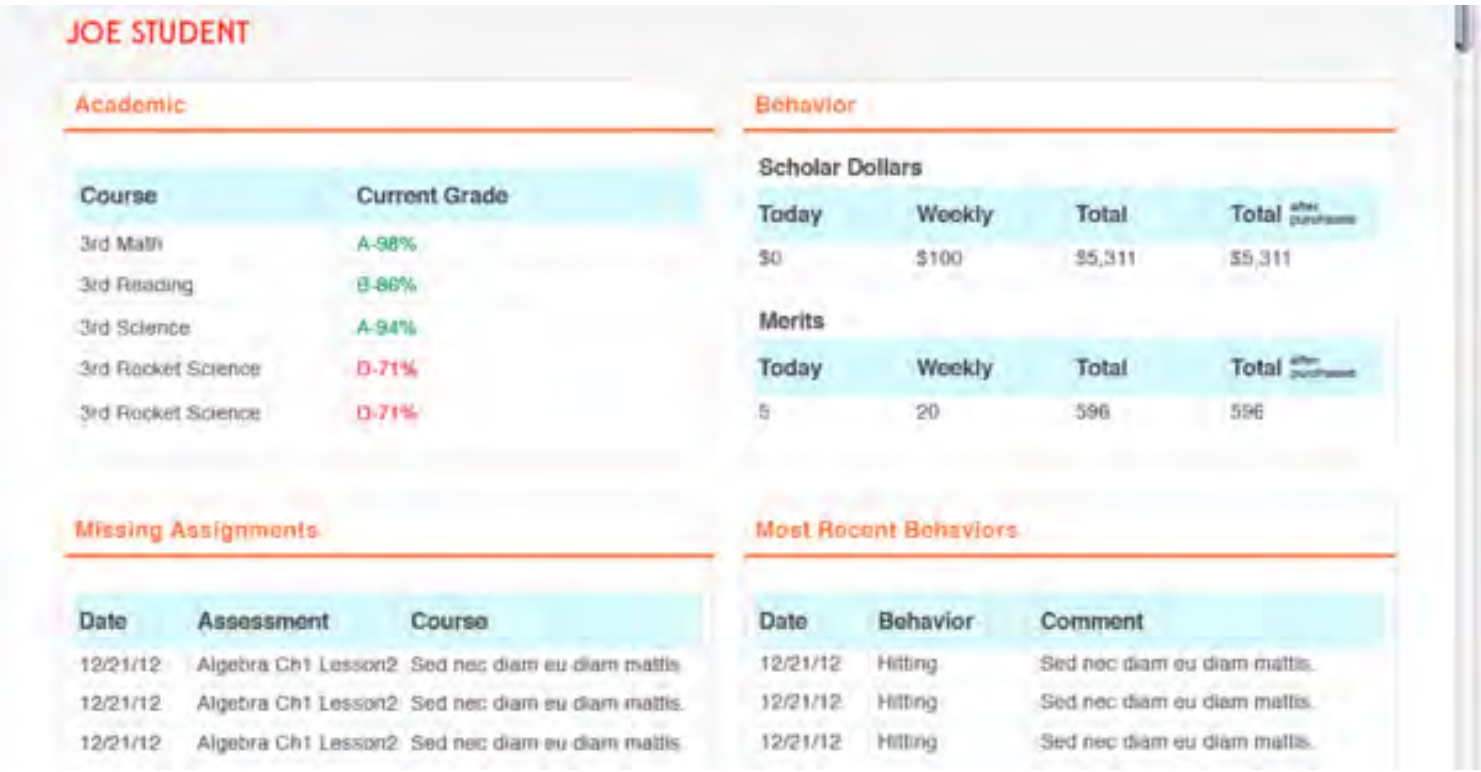


Click to view mastery by Skill. Add up all of the scores in the Average column and divide by the number of skills, and you will get the grade from the previous page:

Skill	Average	Highest Score	Most Recent	Times Assessed
5.02 Equivalent Fractions	85%	100%	80%	14
5.06 Fractions Word Problems using Fraction Vocabulary	100%	100%	100%	4
4.08 Percent	85%	100%	80%	39
5.03 Adding and Subtracting Fractions	91%	100%	100%	14
5.05 Improper Fractions and Mixed Numbers	86%	100%	100%	9
5.10 When to Estimate and When to use exact answer	70%	100%	40%	2
5.11 Ratios and Proportions	88%	100%	75%	8
5.08 Real-life Word Problems	82%	83%	80%	2
5.21 Measure Angles				0
1.5.NF.B.3 Interpret a fraction as the divisor of the numerator by the denominator.	87%	100%	75%	13
4.1 Read and write place value in word, standard, and expanded form through 1,000,000	78%	100%	80%	7
5.09 Estimating Whole Number and Fractions	90%	100%	80%	3
5.14 One Step Inequalities	93%	100%	80%	3
5.12 Find Unknown Quantities in Number Sentences	90%	100%	100%	2
4.2 Read, write, compare, order whole numbers	87%	100%	90%	20
5.07 Multi-step word problems	89%	100%	88%	3
5.01 Factors, Multiples, Prime, Composite	81%	100%	80%	4
5.04 Comparing Fractions	77%	100%	80%	14
4.14 Solve real-life problems, including those in which some information is not given	80%	100%	80%	4
1.2 Equations	89%	89%	89%	1
5.28 Charts and Graphs	100%	100%	100%	1
5.20 Identify Appropriate Tools to Measure	100%	100%	100%	1
3.3 Use region and set models and symbols to represent, estimate, read, write, and show understanding of fractions through tenths	86%	100%	80%	7

Reporting

Path Academy teachers and staff will use Kickboard to create customized **weekly progress reports** and **report cards** that provide consistent, meaningful updates to students and parents. These may show character development by sharing behaviors, consequences, and rewards or academic growth by including grades, standards-mastery, and missed assignments.



JOE STUDENT

Academic

Course	Current Grade
3rd Math	A-98%
3rd Reading	B-86%
3rd Science	A-94%
3rd Rocket Science	D-71%
3rd Rocket Science	D-71%

Behavior

Scholar Dollars

Today	Weekly	Total	Total
$0	$100	$5,311	$5,311

Merits

Today	Weekly	Total	Total
5	20	596	596

Missing Assignments

Date	Assessment	Course
12/21/12	Algebra Ch1 Lesson2	Sed nec diam eu diam mattis
12/21/12	Algebra Ch1 Lesson2	Sed nec diam eu diam mattis.
12/21/12	Algebra Ch1 Lesson2	Sed nec diam eu diam mattis

Most Recent Behaviors

Date	Behavior	Comment
12/21/12	Hitting	Sed nec diam eu diam mattis.
12/21/12	Hitting	Sed nec diam eu diam mattis.
12/21/12	Hitting	Sed nec diam eu diam mattis.

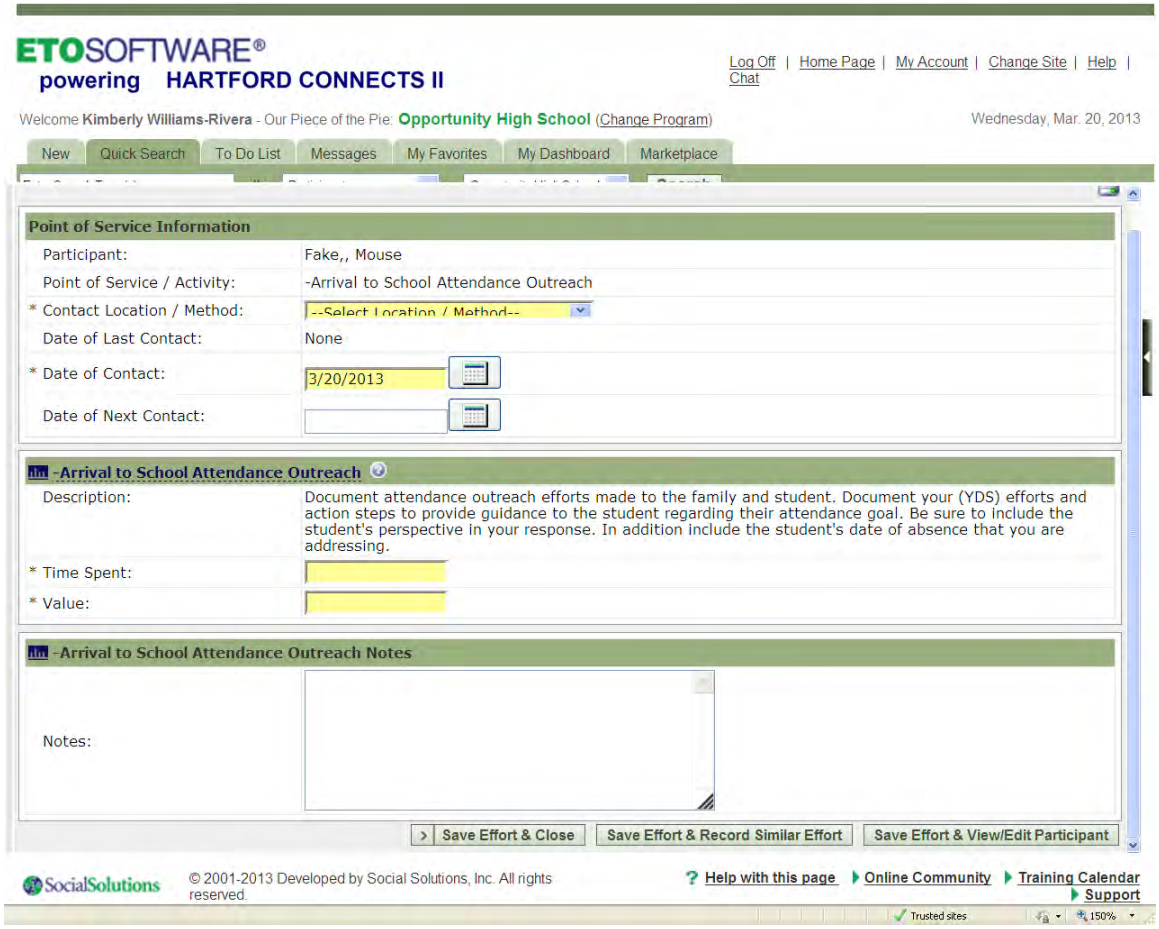
APPENDIX R

Efforts to Outcomes Screenshots

The following screenshots and summaries demonstrate the specific tools that Path Academy plans to use from Social Solutions' Efforts to Outcomes™ system, a nationally recognized best practice for youth development practitioners. This data management system will be used in combination with Kickboard and PowerSchool to ensure continued student progress and timely data analysis. Efforts to Outcomes (ETO) will primarily to track youth development and engagement activities.

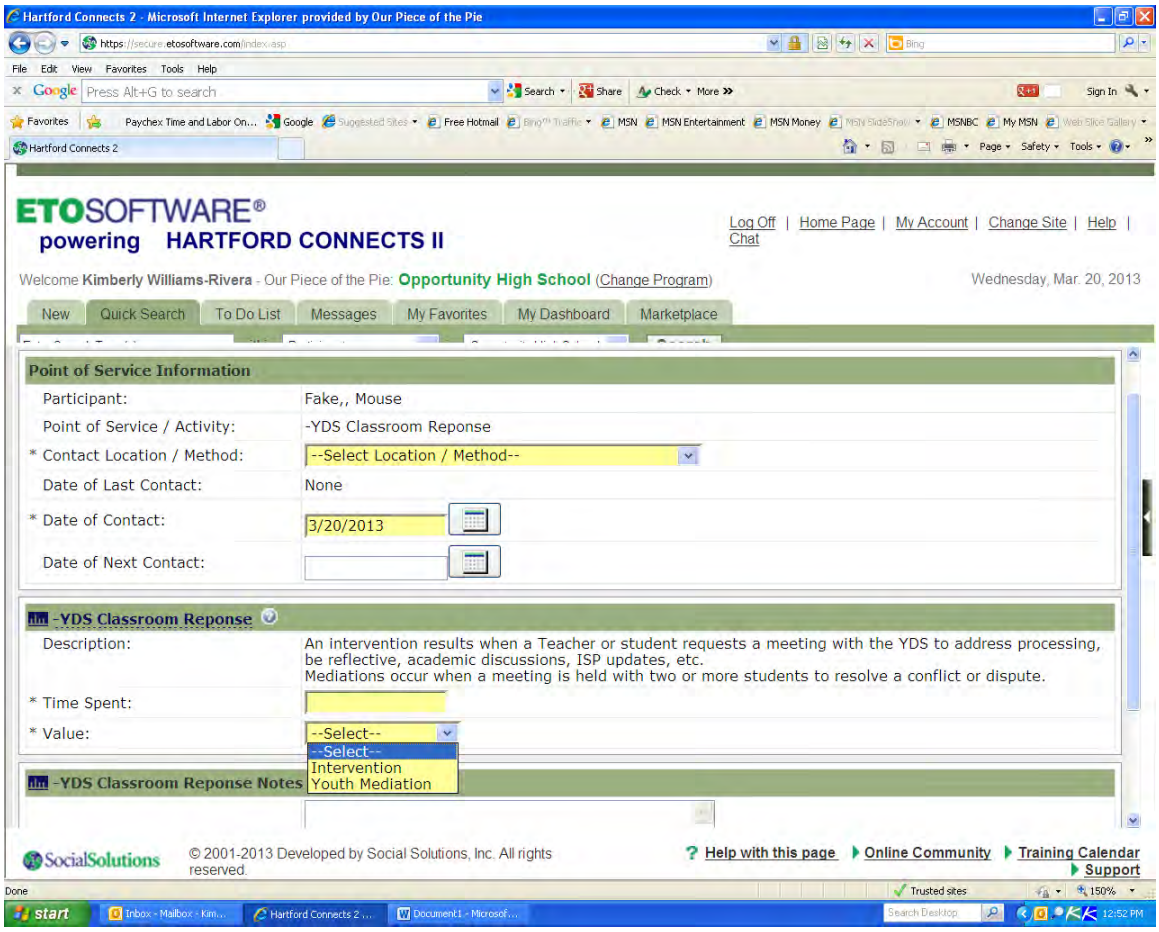
Attendance Outreach

Youth Development Specialists at the school will be responsible for providing attendance outreach to ensure that all students are in school. ETO will allow them to log their attendance outreach activities.



Support Activities

Youth Development Specialists will offer many types of supports to students, to ensure that they can focus on their academic progress and master the critical skills necessary to achieve success in and beyond high school. These supports may occur in the classroom, during Enrichment Activities, outside of the school, or in a number of other locations. ETO will allow all Pathways staff to track these efforts, including documenting case notes that will add more detail to the picture. ETO will also allow staff to run reports on how their interventions have impacted student progress.



ETOSOFTWARE® powering HARTFORD CONNECTS II

Log Off | Home Page | My Account | Change Site | Help | Chat

Welcome Kimberly Williams-Rivera - Our Piece of the Pie: Opportunity High School (Change Program)

Wednesday, Mar. 20, 2013

New | Quick Search | To Do List | Messages | My Favorites | My Dashboard | Marketplace

Enter Search Term(s) within Participant in Opportunity High School Search

ETO™ Summary

Program Work between 2/1/2013 and 2/28/2013

Program Information: Opportunity High School

Name: -YDS Classroom Reponse

	Change within this period	Historical Change
	0 / 0	26 / 7

Total Impact of Efforts:

Number of Participants Who Increased (From Initial Value):	7	Show Details
Number of Participants Who Decreased (From Initial Value):	26	Show Details
Number of Participants Who Increased (Within Time Period):	0	
Number of Participants Who Decreased (Within Time Period):	0	

Outlook as of:	**2/1/2013**		**2/28/2013**	
	Was		**Now**	**% Change**
Intervention:	225	Intervention:	228	1.33%
Youth Mediation:	17	Youth Mediation:	17	0.00%

Summary of Efforts:

Total Time Spent on by Staff:	**8 hours and 35 minutes**
Total Time Spent on :	**8 hours and 35 minutes**
Total Number of Entries:	**24**
Average Time Spent On :	**21.46 minutes**
Number Of Participants Receiving Efforts:	**13**
Total Number of Staff:	**4**

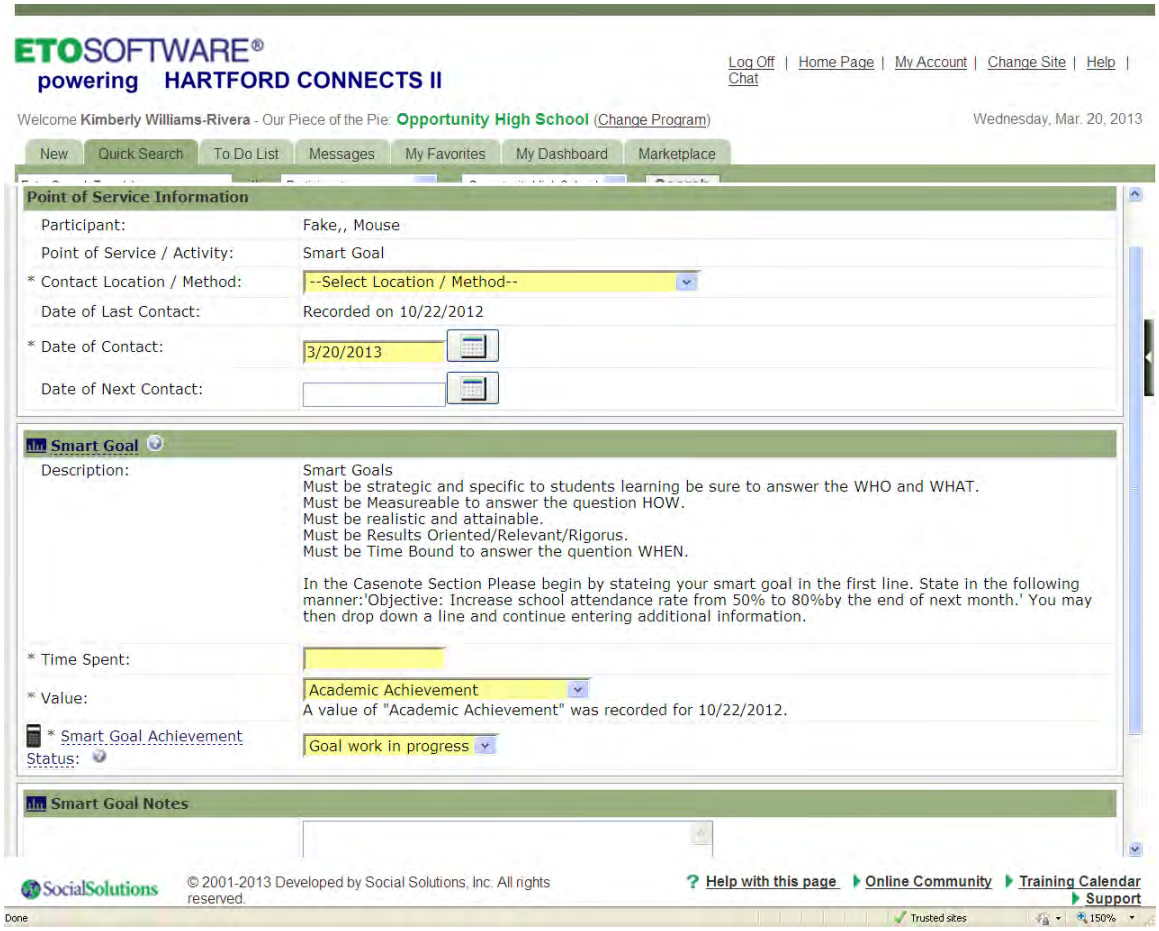
SocialSolutions © 2001-2013 Developed by Social Solutions, Inc. All rights reserved.

? Help with this page | Online Community | Training Calendar | Support

Trusted sites 125%

Service Plans

Youth Development Specialists will help students create individualized plans with associated goals to help them get from where they are to where they want to be. They will work with students and other school staff members to set goals, and track student progress toward these goals. They will primarily manage this data through ETO.



APPENDIX S

Example of a Student Data Dashboard

Path Academy will use three major data management systems: Kickboard, PowerSchool and ETO. Each serves a different function and has different data capabilities; combined, they will allow teachers and staff to track student development in academics, youth development, and postsecondary preparation. The charter management organization, Our Piece of the Pie, has a "plug-in" platform that will allow data from all three systems to be synthesized in one report. This report will provide an at-a-glance picture of where each student stands in terms of progress toward major achievement targets. This will be done through color coding (e.g. red zone for not enough progress, green zone for on target). The Data Dashboards in this appendix illustrate what these at-a-glance reports might look like (the school will input its own specific measures to fill each box).

Participant Name

[redacted]

Academic

Credit Accumulation	High School Completion	Post Secondary Enrollment	Post Secondary Retention
0.9954			

Dual Enrollment	Unit Test Mathematics	Unit Test English	Unit Test Science
	4.5%	39.3%	38.4%

Academic Summary

Participant Name

[redacted]

Youth Development and Engagement

Relationship Building	Student with Plan in Place	Student Showing Progress	Average Daily Attendance	Intervention and Mediation
			83%	

Previous Drop-Out Re-Enroll-ment	Extracurricular Activities	Parent Participation in School Activities	Parental Contact	Number of Parental Face-to-Face Contacts
			0	

Youth Development and Engagement Summary

Participant Name

[redacted]

Workforce Development

Tier I Competency Completed	Employment Status

Workforce Development Summary

APPENDIX T

Founding Members Resumes

Under the support of Our Piece of the Pie, founding members came together over an 18 month period design Path Academy's model and develop the application to the state. Resumes for all 9 founding members are appended here.

20-28 Sargeant Street
Hartford, CT 06105
Phone: 860-761-7377
Fax: 860-297-0174
E-mail: bob.rath@opp.org

Bob Rath

Functional summary

Results oriented executive manager with significant accomplishments in general management and program/product development. An innovative administrator who has developed creative systems in the management of human service populations. An aggressive business leader who understands the common law of business balance as well as the role of people and leadership.

Summary of qualifications

- Thirty years management experience, including executive leadership, in a wide variety of human service settings from children through geriatrics.
- Co-founder private company. With business partners built company into nationwide leader from ground zero to $5M and over 100 employees in five years. Major activities included strategic planning, raising capital, facility planning and development, directing operations, customer services as well as managing banking and shareholder relationships.
- Orchestrated transformation and re-branding of SCS into Our Piece of the Pie®, OPP® in 2005 “helping urban youth (14-24) become successful adults” with core Pathways to Success program. Opened Opportunity High School incorporating Pathways model in partnership with Hartford Public Schools August 31, 2009.
- Participated in year-long citywide planning effort to develop Hartford AmeriCorps program and subsequently chosen to manage program. Program recognized as model for youth development in national publications July 1999.
- Developed youth business strategy for engaging youth - JAM, junior art makers, and other youth businesses achieving regional and national recognition.
- Facilitated development of PROGRESS a citywide employment and training collaboration of multiple agencies in 1996.
- Assisted a citywide effort to secure a US Department of Labor Youth Opportunity Grant and managed the two youth centers for the YO! Hartford initiative with enrollment exceeding 1,600 14-21 year-old youth.
- Designed and implemented unique twenty-four-hour homeless shelter. Ended homelessness for 55% of persons served with placements in treatment, transitional living and independent housing including the creation of "no taxpayer cost" housing.
- Assisted in the development of and served as the field test site for the Connecticut nonresidential Standards for Criminal Justice Programs achieving compliance rating of 94% for Core Standards.

Employment

Our Piece of the Pie®, Inc., Hartford, CT	President/CEO	1994-Present
The Connection, Middletown, CT	Program Director	1991-1994
Planned Facilities Corporation, Nashville, TN	General Manager	1984-1990
Opportunity House, Nashville, TN	Executive Director	1978-1984

Education

California State University, Hayward, CA MS-Counseling, Organizational Systems
Antioch College-West, San Francisco, CA BA-Psychology

Professional memberships

National Youth Employment Coalition
International Community Corrections Association
American Corrections Association

Current volunteer activities

Hartford Office of Youth Services Advisory Committee
National Youth Employment Coalition Board of Directors
Chair - Communities Collaborating to Reconnect Youth
Hartford Chamber of Commerce Board of Directors

Hector M. Rivera Jr., MBA, MSM

208 East Barber Street
Windsor, CT 06095
Residence: 860-727-4184
Mobile: 860-796-3484
Email: kimandhector1@netzero.net

Qualifications Summary

A not-for-profit professional with a strong background in youth development with 20+ years of experience in the Social/Human Services field and provides a broad spectrum of services from hands-on youth development, leadership, training, project assistance, to MIS management. An advocate for young people with personal and professional goals based on helping others achieve their dreams and bettering themselves.

Having been with Our Piece of the Pie®, Inc. (OPP®) (formerly Southend Community Services) for over 11 years and initially hired as a case manager, knowledge, drive and ambition quickly propelled into various leadership roles. Currently Chief Operating Officer, which includes day-to-day oversight of OPP's Youth Development, Education, Employment, and Youth Business/Vocational Services. Working hand-in-hand with the CEO ensuring organizational success and the delivery of quality services to youth.

Professional Experience

OUR PIECE OF THE PIE®, INC. (OPP®) (FORMERLY SOUTHEND COMMUNITY SERVICES) HARTFORD, CT ***2000-Present***

Our Piece of the Pie, Inc.® (OPP®) is a youth development agency that weaves together proven strategies and established models in three key fields – youth development, workforce development and education – and has the mission to help urban youth, 14-24 years old, become successful adults. By promoting independence and economic success and through a mix of free, comprehensive educational and employment programs and services, youth are able to redirect their lives and achieve gainful employment to become economically self-sufficient adults. Positions at OPP include:

Chief Operating Officer ***2011-Present***

Oversee and manage all aspects of program operations at a leading youth development agency, including youth development, employment and education services. Management also includes oversight of youth development program, Pathways to Success, integration into Opportunity High School (partnership school between OPP & Hartford Public Schools). Management of Directors in operational areas, including Pathways to Success and Opportunity High School. Strategize replication and transition for the agency to expand its services to help more urban youth become successful adults. Responsibility for the overall health and well being of the entire organization, and play a leading role in the implementation of the strategic plan, new program development, and fund acquisition.

Vice President (Pathways to Success) ***2009-2011***

Directly responsible for the overall coordination and delivery of OPP's signature Pathways to Success strategy which integrates best practices from youth development, workforce development and education services. Assessing existing services to take advantage of related skills and audiences and planning for and documenting program outcomes throughout the organization. As a member of the senior management team, the Vice President of Pathways shared responsibility for the overall health and well being of the entire organization, and played a leading role in the implementation of the strategic plan, new program development, and fund acquisition.

Director of Strategic Implementation ***2008-2009***

Oversaw and developed functional strategies within the employment department to increase capacity and extensiveness. Developed and implemented the integration of youth businesses and employment to provide a continuum of services that will prepare youth for the workforce.

Director of Youth Development Services ***2006-2007***

Planned, developed, organized, implemented, directed and evaluated the organization's youth development function and performance. Responsible for ensuring that all programmatic information (resources, interactions, outcomes) is documented and tracked via the agency various MIS systems.

Director of Employment & Training ***2005-2006***

Oversaw, managed and developed the daily operational activities of the organization's employment and training programs which consisted of 8 staff members and a budget of $1.2M. Supervised program directors, program coordinators, and youth employment personnel tasked with operational and outcome responsibilities for the following OPP-associated employment and training programs:

- Jim Casey Youth Opportunities Initiative: national effort to help youth in foster care make a successful transition into adulthood
- Workforce Investment Act (WIA)Employment Placement Program: As lead agency, assisting WIA youth (ages 18-21)with Job Placement Services offers job placement, job search, job development/coaching and other activities.

- Young Professionals Academy: Self-designed program developed to provide youth with age & skill-appropriate life skills and pre-employment work-readiness and internship experiences.
- Anne E. Casey Center for Young Working Families (CYWF): The CYWF provides a supportive and resource-rich environment where families will gain access to workforce services, income supports, financial and asset-building services, community connections, and other trusted and high-quality services from partner organizations that are trusted in the community.
- Court Support Services Division (CSSD) & CT Department of Children & Families (DCF) Employment Placement Program: Offers placement assistance to youth ages 16-24 who are currently involved with the CSSD & DCF. Youth enrolled were provided job placement, job search, job development/coaching and other activities.

Director of Youth Development Services ***2004-2005***

Supervised a staff of 30 comprised of supervisors, youth development specialists, and educational coordinator providing leadership and direction for OPP case management grants valued over $2.5M. Achieving program goals which were to increase the numbers of youth from these areas who complete their high school education, enter the workforce, and enter post-secondary training opportunities.

Director of Operations (Youth Opportunity! Hartford) ***2004-2005***

Responsible for day-to-day operations for Hartford's Youth Opportunity! US Department of Labor 2000-2005 grant. This included orchestrating resources to manage Supervisors and Youth Development Specialists to achieve four key goals for youth to graduate from high school or obtain equivalent certificate, enter post-secondary education and/or long term Occupational Skills Training and/or obtain full-time employment

Center Director (Youth Opportunity! Hartford) ***2002-2004***

Orchestrate resources to best lead and mange Supervisors and Youth Development Specialist. Conducted Youth Opportunity center operation meetings and other program related meetings to assure that goals and objectives were met. Responsible for the development and implementation of Youth Opportunity Hartford's MIS data management system in coordination with CT Consulting.

Youth Development Specialist Supervisor (Youth Opportunity! Hartford) ***2002***

Developed and maintained relationships with youth. Conducted intake/strength- based assessments as needed to provide the best individualized service. Maintained and monitored all assessments, youth development plans and follow-up information for all specified youth in the center. Reviewed Personal Learning Career Plans and ensured that Youth Development Specialist provided these youth with clear direction in order to accomplish their goals.

Youth Development Specialist (Youth Opportunity! Hartford) ***2000-2002***

Developed and maintained relationships with assigned program participants including conducting intakes focusing on strength-based assessments, coordinating educational and job placement skills assessments with project partners. Developed Personal Learning Career Plan with participant which details life goals and individual steps to achieve them. Referred and placed participants in appropriate services and monitored progress of each assigned participant and adjusted plan accordingly. Developed and conducted life skills groups. Conducted quarterly home visits.

Other consistent activities at Our Piece of the Pie®, Inc. (OPP®)include:

- Establish clear/realistic programmatic goals and objectives consistent with the agency's mission and achieve targets efficiently and effectively
- Act as a role model internally and externally; maintain a positive, up-beat and respectful attitude to create culture supportive of staff to foster quality "youth first" service, individual motivation and high levels of individual and team performance
- Appropriately organize resources and workflow to meet deadlines
- Assist department heads with the development of operational tools in order to ensure timely and quality data-driven services for youth
- Communicate regularly with President/CEO, supervisors, staff, Board of Directors and funders
- Devise and implement innovative reporting systems to provide budgetary and programmatic feedback to management and program leaders, Board of Directors, funding agencies, and the community
- Work with management staff, external consultants and community partners as needed to identify and ensure program specific and organizational consistency among all departments
- Ensure effective use is made of the organization's resources by focusing the resources on the key organizational priorities
- Facilitate new processes, tools, communications, training, technical designs and methodologies to ensure client program's success across teams and departments throughout the company.
- Lead and supervise the development of systems of individualized service planning through the nonprofit best-practice Social Solution's *Efforts to Outcomes (ETO™)* program management information system that tracks youth outcomes
- Participate in major organizational problem solving and make recommendations for changes and improvements in accordance with programmatic and community needs
- Participate in local, regional and national meetings as dictated by contracts
- Manage assets (technology, equipment, budget, space) where applicable

ADAMS & ASSOCIATES, INC., RENO, NV,
Program Director (Hartford Job Corps Academy) ***2007-2008***

Overall responsibility for all Adams and Associates' staff and subcontract functions at the Hartford Job Corps Center including maintenance/logistics, wellness services, human resources, vocational training, academic training, school district subcontract, career counseling (case management) and career preparation. In conjunction with the Office Manager and Corporate Director of Human Resources to oversee and comply with Company Human Resources policies, procedures, guidelines and required functions to include: fringe benefits and salary administration; employee selection, hire, promotion and discipline; and payroll processing. Other duties included grant compliance, preparing and monitoring functional department budgets, center maintenance & construction, periodic reports, ensuring safe work/youth center environments and active within the community.

Education

Masters of Business Administration, Magna Cum Laude ***2007-2008***
Albertus Magnus College, East Hartford, CT

Masters of Science in Management, Magna Cum Laude ***2006-2007***
Albertus Magnus College, East Hartford, CT

Bachelor of Science (Human Services), Magna Cum Laude ***2005-2006***
Springfield College, Springfield, MA

Thomas Snell Weaver High School ***1987***
Hartford, CT

Leadership & Volunteer Activities

- **National Youth Employment Coalition, Board of Directors Member** ***2013 - Present***
- **NIRO Fashion Design Awards:** ***Role Model Award for support and dedication to the Greater Hartford Community*** ***2010***
- **City of Hartford's Office of Youth Services:** ***Certificate for Assistance with the Community Engagement Process – Youth Speak Serving Learning Project*** ***2009***
- **Capital Workforce Partners:** ***Star*** ***2009***
- **Leadership Greater Hartford:** ***"Quest" Graduate*** ***2004-2005***
- **Hartford's National Youth Service Day Activities:** ***Chairperson*** ***2004 & 2005***

Certificates & Trainings

- ***Workforce Investment Act (WIA) Effective Practices Training (Jodi Sue Kelly, Cygnet Associates)***
- ***Educational Strategies for At-Risk Youth (Bridgespan Group, Boston, MA)***
- ***USDOL YOG Director Conference for YOG Sustainability Training (Boston, MA.)***
- ***USDOL YOG Peer-To-Peer MIS Training (Monroe, LA)***
- ***Effective Case Management for At-Risk Youths (Anne Adams, Brandeis University, Boston, MA.)***
- ***Employment Strategies for At-Risk Youth (National Youth Employment Coalition, Boston, MA)***
- ***USDOL YOG Peer-To-Peer Occupational Skills Training For At Risk Youths (San Antonio, TX)***
- ***Learning Disability & Screening Devices for Youths (Hank Lerner, LDA Association, Hartford, CT)***
- ***USDOL YOG Peer-To-Peer Service Learning Training (Denver, CO.)***
- ***Coping With Adolescent Domestic Violence (Hartford Interval House)***
- ***Foundation for Training in Youth Development (New Haven, CT)***
- ***Lean Government 2001 (KPMG Mgmt. Systems Advisory Services)***
- ***Conference for Disadvantaged Youths (USDOL)***

Scott Sugarman

28 S. Quaker Lane. West Hartford CT 06119
860-539-6700 – scott.sugarman@opp.org;sugarmanscott63@gmail.com

Highlights

Director of Education, Our Piece of the Pie, Inc, 2011-Present
New Leaders for New Schools, DC Public Schools, Assistant Principal and Principal 2008-2011
Teach for America, Special Education Teacher and Department Head, Hawaii, 2006-2008
US Peace Corps, Public Health Educator, Kenya, 2005

Work Experience

Director of Education Initiatives- Our Piece of the Pie, Inc® Hartford, CT, 2011-present

- Led the redesign of OPP educational services: implementation of blended learning, development of rigorous evaluation system, supervision of Opportunity High School.
- Led school design team and implementation of a new school initiative for Connecticut: over-age under-credit youth receiving a blended learning model focused on project-based classroom learning aligned to youth business development.
- Led the design of a best practices network between public and charter schools: sharing of best practices and collaboration to solve unique problems around urban school education, youth development, and college/career preparation.
- Developed a rigorous college-prep program that served over 250 youth within OPP: summer-prep courses, workshops, remediation courses, development classes, and parental courses.
- Developed and led the design of a new evaluation system for OPP staff working at Opportunity High School; led the roll-out and implementation of evaluation system

Principal-Hamilton Academy- DCPS Washington, DC, 2009-2011

Leading Instruction

- Articulated a clear instructional vision with a school-wide focus on teaching and learning that is data-driven, standards-aligned and rooted in the belief in higher levels of achievement for all students.
    - Two consecutive years of at least 5% academic growth on State Exam
- Implemented consistent school-wide instructional practices that are clear, results-oriented and research-based.
- Created opportunities for ongoing learning and staff development that are informed by data.

Leading Operations

- Executed results-focused school operations and resource management that ensure minimal disruption to teaching and learning and promote the success of all students and staff.
    - Evaluated school interventions and organized variety of instructional interventions: Read 180, Wilson Reading, Discovery Education, and Technology-Based Education
- Developed and maintained a purposeful school culture that supports a safe and effective learning environment.
    - Executed Second Step, TCI, and PBIS interventions into school culture
- Aligned human resources to school needs, setting high expectations and effectively managing all school employees to meet school goals.
    - Oversaw the reconstitution of entire staff from first to second years

Leading for Increased Effectiveness

- Focusing on evidence-based growth and results to drive the school toward annual and long-term goals.
    - Raised math test scores nine points during first year
    - Transitioned 30 students to general education placements in two years
- Worked to improve teacher practice through structured and unstructured observations conducted as part of the DCPS IMPACT evaluation process
    - Averaged 12 observations per week

- Engaged school community members effectively to ensure all stakeholders are included in school improvement efforts.
    - Developed Parent Center, Principal Coffee Hours, and Parent professional development sessions
- Listened and communicated with all the school's stakeholders, including building successful interpersonal relationships with faculty, staff, family and community members and students.

Assistant Principal-Truesdell Education Campus- DCPS Washington, DC, 2008-2009

- Designed and implemented interim assessment process by leading teacher teams to create interim assessments aligned with standards, analyzed results and identified opportunities for re-teaching, and used results to reflect on teacher practice.
- Designed, modified, and enhanced the inclusion program so teachers received appropriate professional development, support, and supervision
- Led Elementary teams throughout the year to improve instruction and results for students by providing professional development opportunities, initiating professional conversations about instruction, and fostering professional learning communities.
- Worked to improve teacher practice through structured and unstructured observations conducted as part of the DCPS Professional Performance Evaluation Process.
- Improved school culture and discipline through participation on the Mental Health Team and the administrative team, revised suspension and parent conference protocols, and development of a behavior support plan.
- Managed school-wide processes through participation on the administrative team to discuss and problem solve school-wide issues.

SPED Teacher/Department Head-Pohakea Elementary School Ewa Beach, HI, 2006-2008

- Led department meetings focusing on student improvement strategies, teacher professional development and teacher support
- Worked closely with SSC, in order to oversee IDEA laws and regulations, assisted teachers with IEP writing and training, and conducted over 50 IEP reviews, revisions, or evaluations
- Educated students with severe emotional disabilities and had significant gains in both reading and math on the HSA test (80% of students scored proficient or advanced on reading and math exams)
- 100% of students transitioned into inclusion classrooms within two years

US Peace Corps Kenya, Thailand, Bali, 2005-2006

Public Health Educator/Community Organizer

- Organized community public health events; focused on HIV and Water Safety education
- Developed, led, and organized community projects focused on the sustainability of solutions
- Organized community parenting classes for first time fathers in Ubud Bali
- English language liaison for SE Asia secondary school: Co-developed English departments curriculum

Education

Trinity University ***Washington, DC, 2008-2009***

- Masters, M.S. Educational Administration. 3.9 GPA

University of Hawaii, Manoa ***Honolulu, HI, 2006-2008***

- Masters, M.ED Special Education, 3.8 GPA

Ithaca College ***Ithaca, NY, 2000-2004***

- B.A. Anthropology, 3.3 GPA

The Loomis Chaffee School ***Windsor, CT, 1996-2000***

- **Captain,** Football, Wrestling, and Baseball, 1999-2000
- Two Time All-Conference Football; Two Time All-Conference and All- New England Wrestling
- Member of Peer Counselor/Mentor Program

SEAN SEEPERSAD 3698 W Persimmon Lane ◆ Fresno California 93711
www.creativelearningniches.com (559) 492-0256 (cell) ◆ sean@creativelearningniches.com

PROGRAM EVALUATOR/RESEARCHER

Evaluative researcher on five different research projects. Projects ranged from evaluation of teaching practices, community agencies, including at-risk youth, and training programs. Evaluation reports have been presented at professional conferences, through websites, in grant-writing, and with agency leaders. Competent in all aspects of evaluative research from needs assessment, program theory development, program monitoring, impact assessments, and reporting.

PROFESSIONAL EXPERIENCE

Our Piece of the Pie, Inc. ◆ Hartford, Connecticut 2011-present
A youth serving non-profit focused on providing education, workforce, and youth development services to an at-risk youth population. Serves approximately 1,100 minority youth.

Senior Director, Research and Organizational Performance

- Oversight over all aspects of the Office of Research and Organizational Performance. Conducts all research and evaluation activities, including special research projects, overseeing external evaluators, and consultants. Additional responsibilities include informing the organization about current evidence-based practices, research, and youth development field advancements. Overseeing the Director of Performance Management and produces reports to meet department and organizational needs for performance and effectiveness..

California State University, Fresno ◆ Fresno, California 2005-2011
Serving a student population of 21, 500 students with a Hispanic majority (36%). Employs 1,100 faculty working in 8 colleges ranging from engineering to arts/humanities to agriculture.

Assistant Professor
Taught eight 3-unit courses during each academic year. Conducted 8 research projects including evaluative research. Provided consultation advice and assistance to the university and community agencies.

- **Conducted 8 different research projects of topics ranging from teaching to social science.**
  - Presented five research projects at national/international conferences or in publications.
  - Conducted 3 evaluative research projects. Two research projects were evaluations of the effectiveness of teaching techniques. The other project was a needs assessment for a community agency.
  - Supervised undergraduate or graduate students in four of the research projects.
- **Established strong community relationships between the department and the community agencies.**
  - Creation of an internship course for students in the department. Set up working relationships with over 23 nonprofit, state, and for-profit community agencies and placed interns within each agency.
  - Launched a youth group for minority teenagers with Stone Soup of Fresno that met weekly.
  - Organized 4 panel discussions with community leaders to talk about their professions with students.
  - Assisted community leaders with requests for help; including guest speaking and fund-raising.
- **Delivered high quality teaching and mentoring activities. Improved department curriculum.**
  - Mentored and advised over 120 students. Student overall satisfaction was at least 3.5 out of 4.
  - Attended 30 educational workshops discussing issues related to teaching and student mentoring.

SEAN SEEPERSAD

www.creativelearningniches.com (559) 492-0256 (cell) ◆ sean@creativelearningniches.com

Champaign County Operation Snowball ◆ Urbana, Illinois 2003-2005
A teen problem prevention program for at-risk youth. Serves approximately 70 adolescents ages 14-18.

Evaluator (2004-2005)
Created and implemented an evaluation program and produced an evaluation report used in grant-writing and resulted in an increase funding.

- **Conducted interviews with program leaders and clients and analyzed program documents to develop a native program theory**
- **Developed and implemented both program monitoring and impact assessments. Assessments involved questionnaire and database construction.**
- **Analyzed results from program monitoring and impact assessment and presented findings in a report.**
- **Reports were used in grant-writing applications and resulted in increased funding for agency**

University of Illinois at Urbana-Champaign ◆ Urbana, Illinois 2000-2005
Serving a student population of 43,800 students. Employs 3,042 faculty working in 17 colleges.

Project Director and Research Assistant (2000-2005)
Directed or assisted three research projects, including one evaluative project. Provided analyses for large scale datasets (1000+ questionnaires).

- **Completed research projects that involved large scale datasets across a variety of different research topics.**
  - Served as Project Director on two research projects. Projects entailed hiring, supervising and training 4 undergraduate students, creating and maintaining a data filing and storage system, scale construction and analysis, creating evaluative questionnaires, reporting on data analysis.
  - Served as webmaster for project website providing information and research articles about The Youth Development Experience Project http://www.youthdev.illinois.edu/ Developed website from conception to implementation and maintained the website.
- **Conducted an evaluative research project entitled: An Educational Approach to Increase Cultural Competence in Health Care Providers.**
  - Developed educational online modules and discussion groups to teach skills in providing culturally sensitive health care
  - Assisting with needs assessments and evaluation of educational intervention with medical professionals

Teaching Instructor and Assistant (2000-2005)
Taught 2 discussion courses per academic year and worked with faculty instructor to design assignments.

Psychological Research Centre ◆ St. Augustine, Trinidad and Tobago 1998-2000
A research unit in the Department of Behavioral Sciences at the University of the West Indies, St. Augustine in Trinidad and Tobago. Staff includes a director, manager, 2 research assistants, and 2 staff. Center addresses the needs of social science students and community agencies.

Graduate Assistant
Provided research assistance for nationwide surveys.

- **Successfully maintained the day-to-day operations of the research center.**
  - Supervised and trained support staff, including secretaries, office managers, and data entry clerks.

SEAN SEEPERSAD

www.creativelearningniches.com (559) 492-0256 (cell) ◆ sean@creativelearningniches.com

- **Assisted in designing, implementing, and reporting on research projects for publication, community agencies, and government officials.**
  - Duties included creating samples, designing questionnaires, training interviewers, data entry, data cleaning and management, and production of reports for newspapers, books, and professional journals
- **Conducted several workshops on using SPSS, Geographic Information Systems, and Microsoft Office applications**

EDUCATION

MS and Applied PhD
Human and Community Development
University of Illinois at Urbana-Champaign
Urbana, Illinois

BS, Sociology with Psychology
University of the West Indies
St. Augustine, Trinidad and Tobago

CHRISTINE MURRAY

119 Wilderness Way, Bristol, CT 06010

(home) 860.584.9832 (cell) 860.620.3113

christine.murray@opp.org

SUMMARY

Financial Professional with government/non-profit and Fortune 100 experience in financial operations and administrative leadership. Skilled at financial analysis, communications and human resource administration. Proven ability to combine financial data with non-financial data to create compelling, understandable management reporting.

Background includes: Budgeting, Finance, Accounting Operations, Payroll, Metrics and Measurements, Expense Allocation, Forecasting, Human Resources, Strategic Planning, Grant Reporting, HUD, IRS and other government reporting.

EXPERIENCE

Our Piece of the Pie, Inc., Hartford, CT July 2011-present

Director of Finance

- Responsible for all financial transactions and fiscal management of non-profit youth agency providing services to over 900 youth in multiple locations, with 50+ staff, and an annual budget of $6M.
  - Provide financial oversight, including management of staff, planning, systems, and controls. Monthly, quarterly and year end reporting as well as long range forecasting.
  - Coordinate annual audit, including those required by government grants.
  - Manage payroll and employee benefits.
  - Develop budgets for agency, individual programs, and specific grants.
  - Manage cash flow and banking relationships.
- Operate as part of senior leadership team to develop and implement organizational strategies, policies and practices.

Bristol Housing Authority, Bristol, CT August 2007-July 2011

Staff Accountant

- Responsible for all financial transactions and oversight for housing authority with 900+ units, 650+ portable housing choice vouchers, 50+ staff people, and $5M budget. Oversee two staff members, and manage relationships with payroll vendor, fee accountant, and outside auditors.
  - Managed conversion to web-based accounting system
  - Initiated positive-pay fraud prevention with bank; changed policies to provide appropriate separation of duties to avoid fraud and ensure appropriate reviews on all levels.
  - Produced in-house budgets and financial statements; saved thousands on outside accountants and at the same time provided more thorough analysis on variances and budgeting.
- Provide oversight and input in matters related to human resources, including benefits, labor and payroll matters, and union negotiations.
  - Converted from weekly to bi-weekly payroll, including union negotiations and regulatory reporting. Saved $10,000 per year in management time and payroll vendor costs.
  - Handled issues related to FMLA, Unemployment, and Union.

Christine Murray, page 2

The Hartford Financial Services Company, Hartford, CT June 1986-July 2007

Manager, Payroll Accounting and Reporting (2004 to July 2007)

- Managed $10M budget for Payroll and HRIS departments; provided forecasts, analysis of variances, metrics and best practices and benchmark information to senior management.
- Performed all payroll processing and analysis for expatriate employees, The Hartford's "Top 25", and over 500 garnishments.
- Handled payroll tax filings in 48 states and with federal government.

Manager, HR Strategy and Planning (1999 to 2004)

- Saved $15M in Human Resources expense by serving as part of a task force to review enterprise-wide human resources functions.
    - Provided detailed data analysis and managed changes in financial structure of HR
    - Played a key role in facilitating senior-level strategy and decision sessions.
- Managed $70M budget for enterprise-wide HR. Advised HR leaders on financial matters and provided financial insight to decision-making process.
- Managed conversion to a Paid Time Off (PTO) program. Responsible for policy changes, attendance tracking tools, communications, and handling of ongoing questions and issues.

Senior Accountant/Project Manager, Finance Administration (1997-1999)

- Coordinated expense budgeting process and variance reporting for Finance Division. Handled recognition programs and facilities issues.

Staff Accountant, HartRe (1990-1997)

Staff Accountant, Statutory Accounting (1986-1990)

EDUCATION

Central Connecticut State University, B.S., Accounting
Northwestern Connecticut Community College, A.S., Accounting

OTHER ACTIVITIES

Active volunteer for Boy Scouts of America
Campaign Coordinator, 2012 United Way Campaign
President, Building Blocks Together Quilt Guild, Bristol, CT
Volunteer for Meals for the Needy, Bristol, CT
Former Member, Toastmasters International

Rosa Plaza

290 South Street, Hartford, CT 06114 860-965-9633 peaceg@comcast.net

KNOWLEDGE AREAS

State/Federal Employment law/ Unemployment
Compensation/Policy interpretation/safety and Health
Benefits Administration/ HRIMS/ Performance Management
Exempt and Non-exempt/
Sourcing/Selection/Onboarding/Orientation/
Employee Relations/ Project Management

Accomplishments

Human Resource professional with 16 years of management experience, successfully implemented new web-based technology for Payroll administration; worked with management to secure a Pension Plan that yields more investment returns; successfully negotiated organizational restructuring and streamlined hiring practices; recipient of the " 2012 Neighborhood Service Award" from the Southside Institute Neighborhood Alliance.

PROFESSIONAL EXPERIENCE

OUR PIECE OF THE PIE, INC. – HARTFORD, CT **1999- Present**
Director of Human Resources

1999- 2001
Interim Director of Hartford AmeriCorps

ASYLUM HILL ORGANIZING PROJECT, INC. – HARTFORD, CT **1997- 1999**
Interim Director

YOUTH CHALLENGE, INC. – HARTFORD, CT **1993- 1997**
Executive Assistant

GLORY CHAPEL, INC. – HARTFORD, CT **1991- 1992**
Missionary to Guatemala, Central America

EXTRACURRICULAR ACTIVITY

Church Enrichment Ministries – Successfully Translated a 750 page volume from English to Spanish "Church Office & Administrative Companion"
Board Memberships – United Connecticut Action for Neighborhoods; Restoring Lives Community Development Corporation and Knox Parks

PROFESSIONAL AFFILIATIONS

Society for Human Resource Management (SHRM); Staffing Management Association of New England (SMA);

TECHNICAL SKILLS

Microsoft Office (Word, Excel, Outlook, Visio), Paychex (Preview, HR Online, Time and Labor)

EDUCATION

Penn Foster College, *Online*
Pursuing Associates Degree in Human Resources Management

Corinthian School of Urban Ministry
Bachelor's in Biblical Studies

Evangelical Theological Seminary Dixon, Missouri
Advance Degree in Biblical Studies 1997

2006 The Career Counseling Center, University of Hartford
Human Resources Certificate for Talent Development & Retention
2002 Trinity College Hartford, CT
One–year Associate program-Directors of non-profit organizations

Cassandra J. Sullivan

16 Mitchell Place -- West Hartford, Connecticut 06119
(860) 823-7169 -- Sullivan.CassandraJ@gmail.com

- Trained & committed nonprofit professional, currently overseeing $6-million organization's Office of External Affairs, including fund development, event management and communications.
- 2012 American Fellow for U.S. Department of State exchange program with Turkey.
- Master of Public Administration candidate through University of Connecticut, anticipated graduation in December 2013. Bachelors in Liberal Arts for Psychology and Sociology through from University of Connecticut
- Additional professional, academic, research and volunteer experience showing commitment to youth & urban systems reform

PROFESSIONAL EXPERIENCE

U.S. DEPARTMENT OF STATE: SOCIAL & ECONOMIC CHALLENGES FOR FUTURE LEADERS FELLOWSHIP
UNIVERSITY OF CONNECTICUT & BAHÇEŞEHIR UNIVERSITY, Storrs, Connecticut & Istanbul, Turkey
Fellow *June - September 2012*

- One of only sixteen American Emerging Leaders Fellow in first nonprofit exchange program with Turkey, emphasizing the relationship between & the state of nonprofits in the United States & Turkey
- Collaborated with American and Turkish Fellows in workshops and team-building exercises lead by key University of Connecticut and Bahçeşehir University staff and officials to learn about nonprofit affairs in the United States and Turkey and to talk of strategic vision for their futures.
- Hosted a Turkish Fellow for hands-on view of nonprofit organizations and provided opportunities to meet with key leaders within Our Piece of the Pie, other local collaborators or additional organizations.
- Travel to Istanbul, Turkey for two weeks to get hands-on experience with area nongovernmental organizations, corporations, universities and other agencies to gain full understanding of the developing nature of Turkish nongovernmental organizations.

OUR PIECE OF THE PIE®, INC. (OPP®), Hartford, Connecticut
With the mission to "help urban youth become successful adults," Our Piece of the Pie has successfully structured its programs and services to lead at-risk or disadvantaged youth, ages 14-24, toward long-term goals of a postsecondary certificate or degree and/or meaningful, sustainable employment.

Manager of External Affairs, Our Piece of the Pie *(formerly titled Development Coordinator),*
October 2010-Present

- Supervise & coordinate efforts in the Office of External Affairs (formerly Development Department), reporting directly to President/CEO and member of President/CEO's Cabinet.
- Manage & timely execute calendar of grant and report due dates, edit & file grant applications & reports, and act as liaison for Office of External Affairs on all contributions from individuals, corporations, foundations & government agencies, ranging from $1,000 - $1,000,000.
- Responsible for development and management of staff relating to development, communications, policy and volunteer efforts, including AmeriCorps VISTA members and graduate student interns.
- Plan and oversee annual fundraising campaign, raising more than $100,000 annually.
- Management and effective use of donor database, Sage Fundraising 50, to run and analyze donor reports for the development of strategies for donor retention and the increase in individual giving.
- Execute events, including annual fundraiser (raising more than $100,000/year), annual meeting, donor recognition and cultivation events, and youth alumni celebration.
- Liaison the Development Committee for the Board of Directors through the production of meaningful metrics and assisting in strategic discussions, by incorporating Board involvement with event planning, marketing, development of relationships in the community and appeals to donors
- Organize agency communications/marketing efforts, including hiring consultants, social media outlets, agency website, staff and annual newsletters and mass-distribution of press releases. Production of in-house staff newsletters, including design.
- Oversee agency's policy efforts at local, state and federal levels; lobbying against prohibitive laws on population and creating positive political environment.

Development Associate. Our Piece of the Pie *August 2008 - October 2010*

- Planned and oversaw annual fundraising event and annual meeting.
- Proficient knowledge and effective use of donor database, Sage Fundraising 50: Maintain accurate database and several fundraising campaigns; regularly ran reports and analyze data; coordinate with mail merge to send letters of acknowledgements for all donors.
- Managed calendar of grant and report due dates, edit & file grant applications & reports and act as liaison for Administration & Development Departments on all contributions from individuals, corporations, foundations & government agencies.
- Wrote, edited & filed grants for local, state & national corporations, foundations & government agencies.
- Regularly updated agency website with news, events and accurate program & contact information.
- Produced in-house staff newsletters, including design.
- Timely coordination of meetings and events for Director of Development and President/CEO.

GENERAL EXPERIENCE

CHILD LANGUAGE LAB, UCONN DEPARTMENT OF PSYCHOLOGY, Storrs, Connecticut

Undergraduate Research Assistant *August 2007 – May 2008*

- Aided professor researching language acquisition in children on the autism spectrum as studied against control group of typically developing children.
- Assisted research assistant in conducting Intermodal Preferential Looking (IPL) paradigm of language comprehension and standardized tasks and tests with children aged 1- to 5-years-old.
- Captured, coded and transcribed participants using specialized computer programs for research results.

EDUCATION

UNIVERSITY OF CONNECTICUT, West Hartford, Connecticut *Anticipated Graduation December 2013*

Master in Public Administration

Certificate in Nonprofit Management

Cumulative GPA: 3.37 / 4.00

Courses include: Resource Development in Nonprofits, Public Budgeting & Finance, Research Design, Theory of Public Organizations, Public Policy, Human Resource Management, and Analytic Tools for Policy Analysis

UNIVERSITY OF CONNECTICUT, Storrs, Connecticut *Graduated May 2008*

Bachelor of Arts in Psychology

Bachelor of Arts in Sociology

Cumulative GPA: 3.41 / 4.00, Dean's List

Courses include: Managing a Human Services Program, Social Psychology of Multiculturalism, Deviant Behavior, Study of Personality, Industrial / Organizational Psychology and Sociology of the Family

COMPUTER SKILLS & TRAINING

Computer Skills: Proficient in: online marketing Constant Contact & individual donor and event management Network for Good systems; Microsoft Office Suite applications, including Access, Word, Excel, Visio & PowerPoint; Sage Fundraising 50; Adobe Acrobat Professional; Adobe Contribute & Dreamweaver.

Training:

Leadership Challenge, University of Hartford *May - November 2012*

Supervisory Skills & Training, Connecticut Association of Nonprofits *December 2010*

Innovate Conference - Sage Fundraising 50, JMT *May 2009*

Written Communication Skills, Connecticut Association of Nonprofits *January 2009*

JMT Sage Fundraising 50 Training *September 2008*

HONORS AND ACTIVITIES

U.S. Department of State: Future Leaders Fellowship, *American Fellow* *June - September 2012*

Psi Chi Psychology National Honor Society, University of Connecticut, *Member* *January 2007-Present*

Habitat for Humanity, University of Connecticut Chapter, *Member* *August 2006 – May 2008*

Collegiate Challenge, Habitat for Humanity, San Francisco, CA, *Volunteer* *March 2007*

16 WELLINGTON DR. FARMINGTON, CT 06032
(860) 222 - 3257 Jinelle.hooker@opp.org

JINELLE J. HOOKER

PROFILE

Motivated, organized, hard working professional able to easily transcend cultural differences. Flexible and versatile. Excellent team building skills. Bi-Lingual (Spanish and English) and multicultural. Computer knowledge in Microsoft word, excel, power point, publisher, outlook.

SUPERVISORY SUMMARY

Multi-faceted experience with supervisory roles within the agency. Particular strengths includes:

- Developing and implementing innovating programs and services for young adults in the areas of Workforce Development, Youth Development and Academic Enrichment
- Working with constituent groups including High School governance board, committees, volunteers and external audience
- Building and retaining exceptional staff and creating excellent work environment
- Overseeing and managing contractual aspects of budgeting and financial management
- Leading departments through periods of substantial growth and transition

PROFESSIONAL EXPERIENCE

May 2012 – Present Our Piece of the Pie®, Inc. Norwich, CT
Supervisor of Pathways – Eastern Connecticut
Responsible for replication and implementation of Our Piece of the Pie model "Pathways to Success" from the Greater Hartford area to Eastern Connecticut. Providing Youth Development, Workforce Development, including our Youth Business programs, and Academic enrichment to 40 towns in Eastern Connecticut.

Nov 2010 – April 2012 Our Piece of the Pie®, Inc. Hartford, CT
Supervisor of Employment Services
Responsible for the sustainability of employment services and vocational trainings provided to all members in the organization between the ages of 16 – 24 through implementation of effective and proactive process and protocols aligned with meeting organization outcomes as well as members needs. Supervise a team of 6 Youth Employment Specialist throughout this process.

June 2008 – Nov 2010 Our Piece of the Pie®, Inc. Hartford, CT
Youth Employment Specialist
Responsible for the implementation of services such as job readiness training, job shadowing opportunities, internship and job placement as well as retention services as a tool to identify career goals and attain employment skills that will secure employment opportunities for the population we serve. Assisted with coordination and implementation of Summer Youth Employment Programs for over 200 participants between the ages of 16 – 24 in the Greater Hartford community.

July 2007 – Feb 2008 Our Piece of the Pie®, Inc. Hartford, CT
Youth Intervention Specialist
Responsible for the intervention and development of 46 youth that are involved in the foster care system for the Connecticut Youth Opportunity Strategy formerly known as Jim Casey Program focusing on financial literacy, youth development and employment skills that will help them make a successful transition into adulthood.

2005 – July 2007 Our Piece of the pie®, Inc. Hartford, CT
Educational Support
Responsible for a college transition cohort of 39 youth on their path to college in and out of state. Assist on FAFSA applications, review award letters.

2004 – 2005 Youth Opportunity Hartford Hartford, CT
Tutor
Fundamental tutoring for youth ages 14 – 24 years old.

2000 – 2004 Archipelago Power & Light S.A.I., Colombia, S.A.
Manager of Billing Department
Work on incentives and payment plan for commercial and residential utilities; manage 10 field and office employees, developed forums to educate on energy conservation.

EDUCATION

1997 – 2001 **Universidad de Medellin** Medellin, Colombia, S.A.
B.A. Organizational Communications

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS

- National Association of Workforce Development Professionals
  - Member and Certified Workforce Development professional
- Southeast Mental Health System of Care Community Collaborative
  - Active member
- Southeastern Connecticut DCF Advisory Council
  - Active member
- Journalism and Media Academy High School (Hartford, CT) Governance Board
  - Active member June 2010 – May 2012

REFERENCES

Furnished upon request

KATHRYN ROCK
17 Storrs Heights Road, Storrs, CT 06268 ♦ 860-942-0005 ♦ kathryn.rock89@gmail.com

Education

University of Connecticut, Storrs, CT
Master of Public Administration May 2011
Bachelor of Arts – Child, Youth and Family Policy and Legal Studies; Music Minor May 2010

Work Experience

Our Piece of the Pie, Inc. Hartford, CT
External Affairs Specialist, June 2011 – Present

- Collaborate to lead the agency's policy work; research, track, and analyze agency-related best practices, policy issues and bills, and communicate developments to leadership; analyze public hearings and debates; write issue briefs (e.g. Helping Over-Age, Under-Credited Youth Succeed, 2012), opinion editorials, testimony and other publications; coordinate meetings with state leadership; manage policy intern.
- Research innovative education practices and translate into school design for over-age, under-credited students.
- Research, compose, manage, and report on grants (e.g. Carnegie Corporation of New York).
- Conceptualize, plan, and manage events (e.g. Every Child, Every Opportunity forum featuring Geoffrey Canada).
- Prepare public information, marketing, and outreach materials, such as informational brochures and invitations.

Policy Intern, August 2010 – June 2011

- Identified key policy issues affecting agency's target population; researched and analyzed policy issues and bills.
- Communicated critical policy issues and information to agency leadership; authored policy publications.

University of Connecticut West Hartford, CT
Graduate Assistant, August 2010 – June 2011

- Taught select lectures; supported students on course projects and material; graded student papers and projects.
- Assisted with faculty publications; created and filled survey database.

Jorgensen Center for the Performing Arts Storrs, CT
Student Administrative Assistant, January 2008 – September 2010

- Assisted in organizing and executing events for the Jorgensen Outreach programs; assisted in organizing fundraisers with the Jorgensen Co-Stars; organized private functions; organized competitions.
- Acted as liaison to artists' management for program information; edited marketing materials; updated Jorgensen website; updated schedules; reorganized archival system; completed special projects.

Box Office Clerk, January 2007 – September 2010

- Engaged in patron relations and customer service; completed ticket sales, using Provenue.

Usher, August 2006 – December 2006

Volunteer Experience

United Way of Central and Northeastern Connecticut Hartford, CT
Community Investment Volunteer, 2012-present

Storrs Congregational Church Outreach Board Storrs, CT
Board Member and Council Representative, January 2008 – January 2011

UConn First Year Experience Storrs, CT
Course Student Mentor – Connecting with the Arts, August 2007 – December 2008

Footlights Hartford, CT
Student Tutor, September 2007 – May 2008

Academic Achievement

- Publications: Rock, Kathryn. & Wisensale, Steven K. Managing Diversity in Today's Workplace: Strategies for employees and employers. *Chapter 2: Paid Leave Policy in the United States: A Comparative Study of Successful Initiatives in California, New Jersey, and Washington.* Santa Barbara, CA: ABC-CLIO, 2012.
- Awards and Honors: Karl A. Bosworth Award (academic excellence); Babbidge Scholar 2010; New England Scholar 2009; Pam and Charles Cornell Summer Undergraduate Research Fund Grant Recipient; Phi Kappa Phi Honor Society; Phi Beta Kappa Honor Society; Golden Key International Honour Society; Honor's Program; Dean's List.

Computer Skills

Microsoft Office; FileMaker; In-Design; ProVenue Ticketing System.

APPENDIX U

Segmentation Analysis – Windham, CT

Conducted by founding members, a segmentation analysis was completed for the Windham district to determine how many students currently in Windham could be defined as over-age, under-credited, and how their characteristics (demographics, educational classifications) varied from on-time students.

Report on Windham Segmentation Study

This is a report on a segmentation study conducted on the Windham School District in Connecticut comparing the over-age, under-credited (OU) student population with the on-time (OT) student population. The segmentation study answered the following questions: 1. Extent of the OU population in the school district, 2. Characteristics of OU students to OT students, 3. Experiences of OU students to OT students. Results showed that 21% (108) students were classified as OU out of 504 students. These students tended to be Hispanic. In addition, OU students had significantly more absences from school but not more behavioral incidents such as school detention, in-school suspension. The segmentation analysis suggests a need to pay special attention to the 108 OU students and to accommodate programs to suit this particular population.

Our Piece of the Pie®, Inc. (OPP®) works closely with over-age and under-credited (OU) youth to achieve success through their successful graduation from high school and later completion of either a postsecondary credential or a yearlong employment. Over-age and under-credited youth are defined as students who do not have the appropriate number of credits for their age and intended grade. OPP's signature Pathways to Success program is geared towards helping these youth achieve success and is done in three settings: in the community, in high schools, and in community colleges.

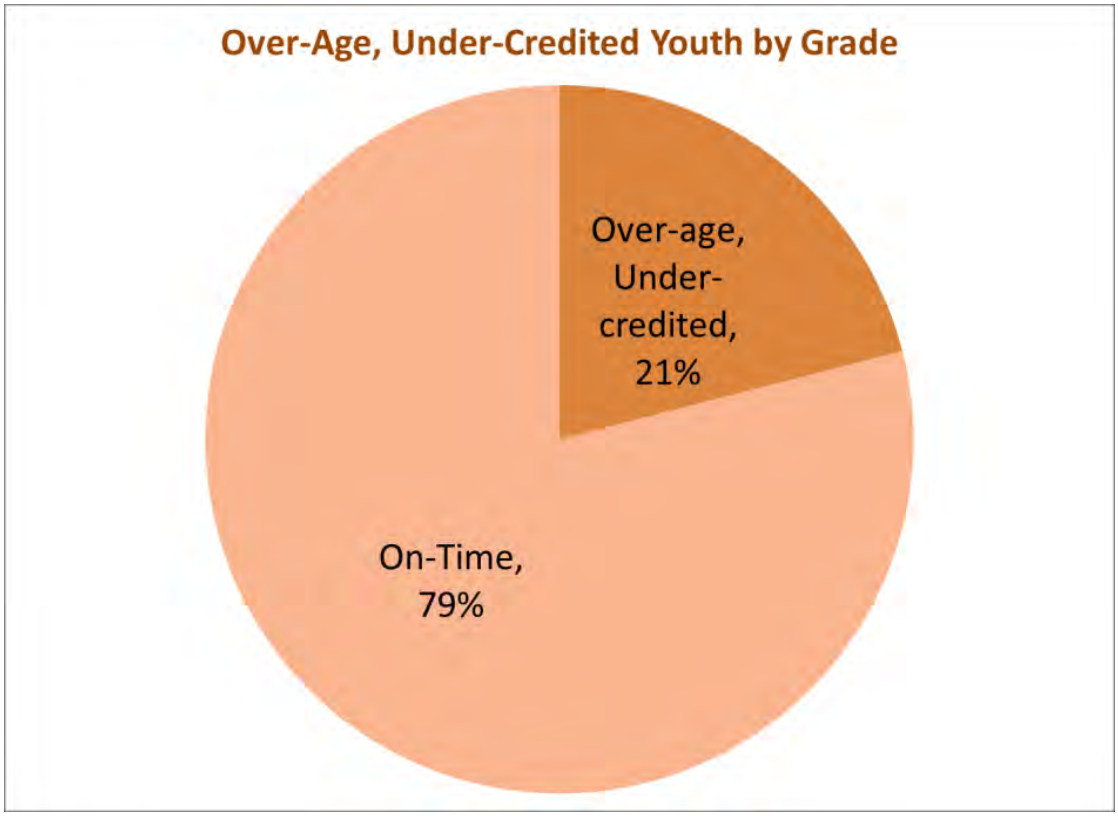
When implementing the Pathways to Success program in a high school setting in a new school district, it makes sense to understand the extent of the OU population within the school district, as well as the characteristics of OU students to On-Time (OT) students and what experiences OU students have been in the system compared to OT students. A segmentation study has been completed for the Windham school district in order to answer these questions. The data used for the segmentation study was provided by the Windham school district through their Director of Data and Technology. The dataset contained the most recently data available for the district (primarily academic year 2012-2013). The total number of students in the dataset which had useable data was 504.

Extent of the OU population

The OU population for Windham school district is defined using the following criteria:

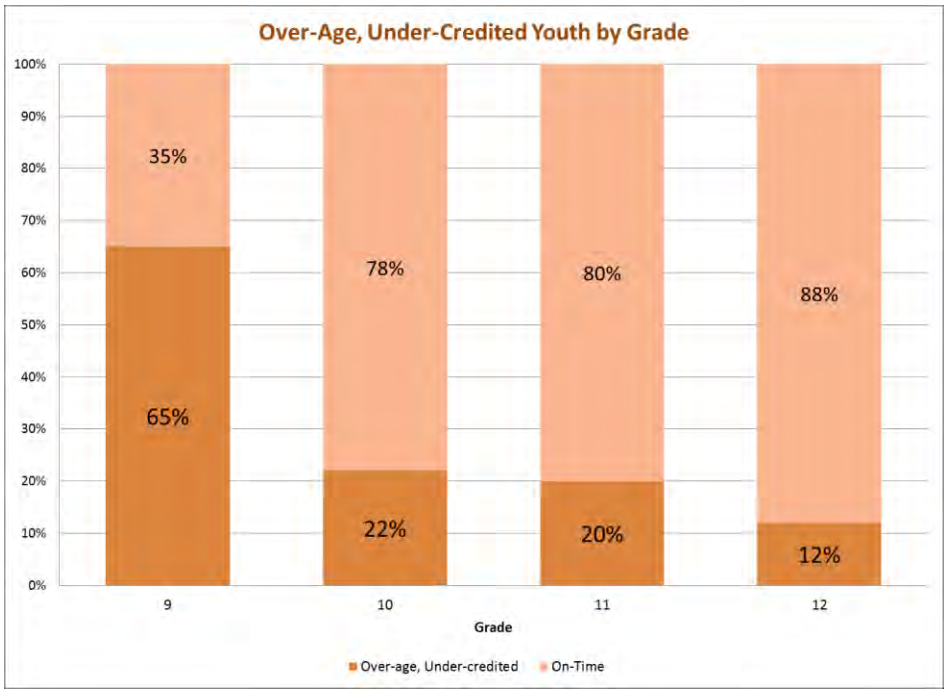
1. Students in their freshman year would be considered OU if they are 16 years and older and have less than 6.5 credits
2. Students in their sophomore year would be considered OU if they are 17 years or older and have less than 13 credits
3. Students in their junior year would be considered OU if they are 18 years or older and have less than 19.5 credits
4. Students in their senior year would be considered OU if they are between 19-21 years old and have less than 26 credits

Out of a total of 504 students, 108 would be considered OU based on the criteria above or approximately 21% of the student population.

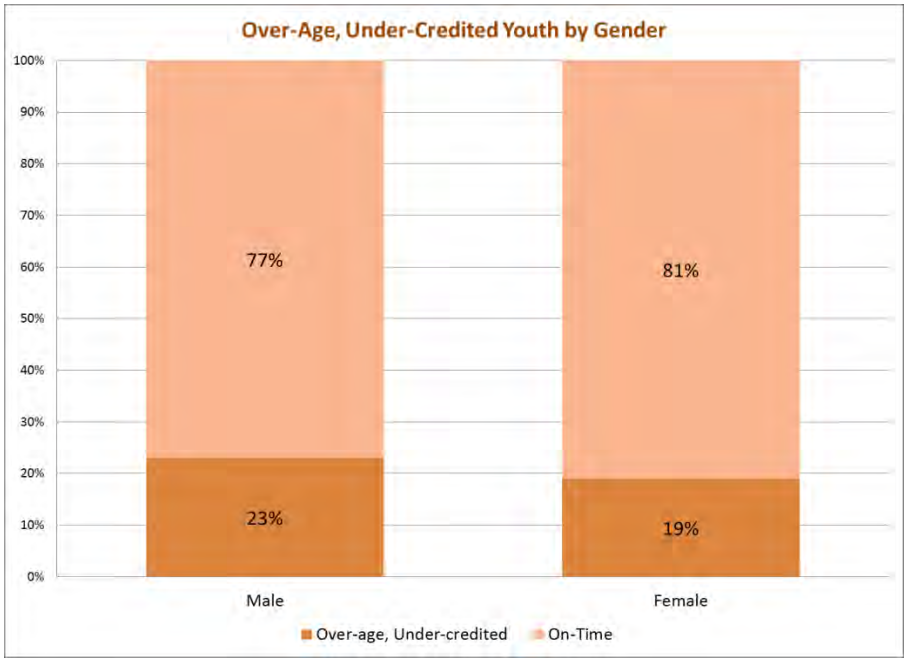


Characteristics of OU students vs. OT students

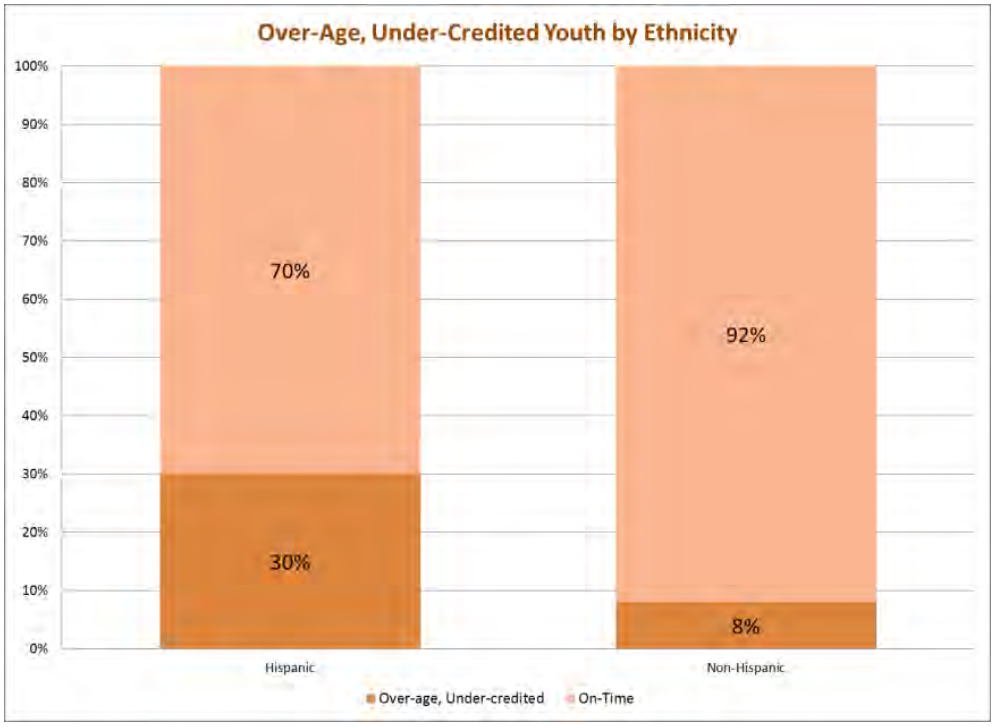
The highest proportion of OU youth is in the 9th grade and then the OU proportions get progressively smaller from 10 through 12 grades.



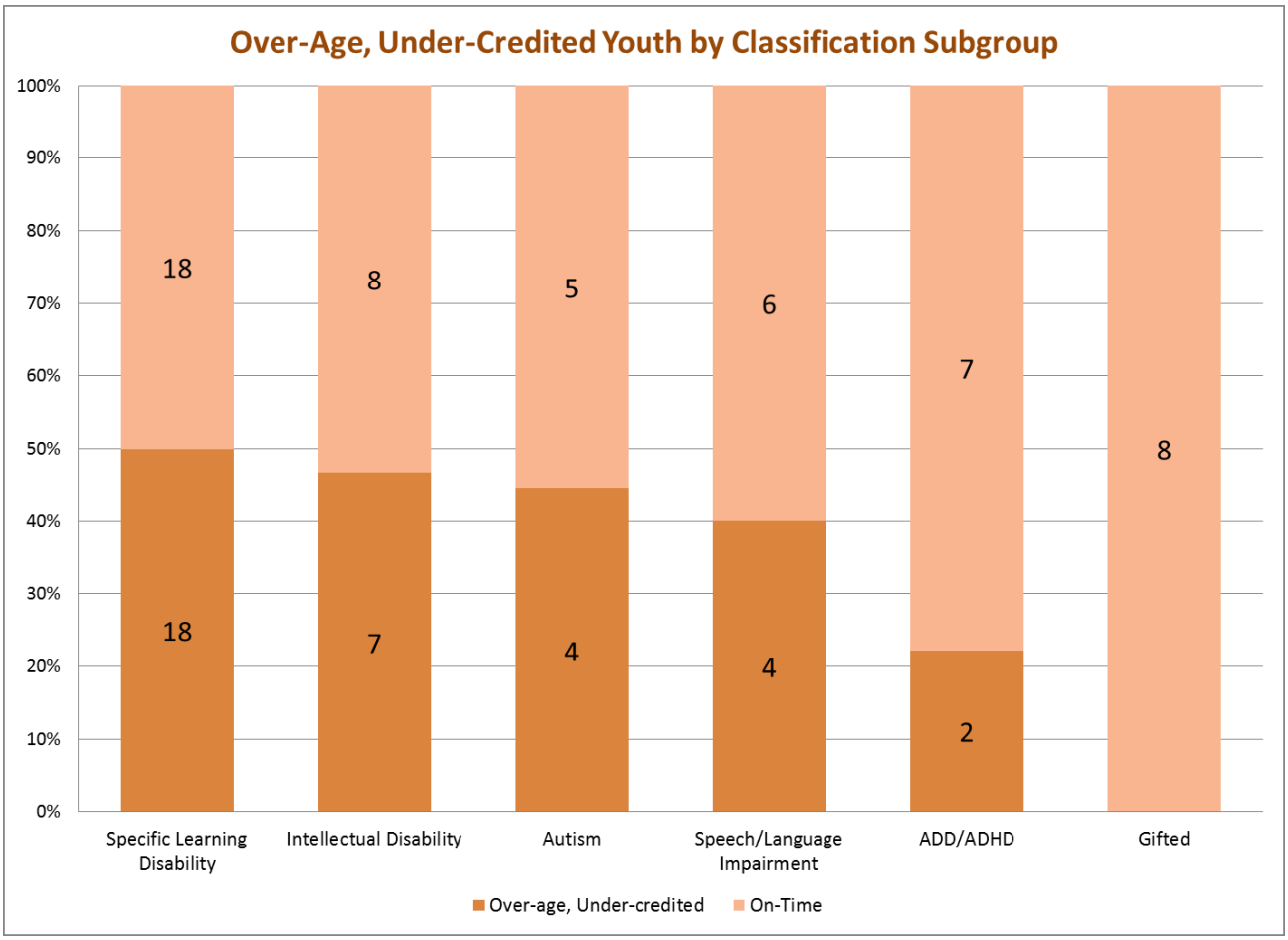
In terms of gender, there were small differences between OU students and OT students in terms of gender. Males had a slightly higher percentage in OU (23% for males vs. 19% for females).



The majority of the 504 participants were classified as White (99%). However, the Hispanic to non-Hispanic student population showed greater diversity, with 61% of students being considered Hispanic. An analysis of OU students to OT students among Hispanics vs. non-Hispanics revealed a large difference between OU and OT students. Specifically, Hispanic students were much more likely to be OU (30%) than non-Hispanic students (8%).



As part of the segmentation analysis, students were also analyzed if they had a special classification in the system (such as a specific learning disability, ADD/ADHD, or gifted). Out of the 504 students, 126 had one out of the 11 classifications. OU youth had the largest proportions in 4 classifications: specific learning disability (18 students), intellectual disability (7 students), autism (4 students), and speech/language impairment (4 students). Overall OU students with a disability or impairment classification were 38% (41 students) of all OU students.



Experiences of OU students vs. OT students

In his work on the over-age, under-credited population, Robert Balfanz, co-director of Everyone Graduates Center and Research Scientist at the Center for Social Organization of Schools at John Hopkins University, highlighted 3 early warning indicators that help identify students for becoming over-age and under-credited and dropping out of school. These three indicators are Attendance, Behavior, and Course Performance (also known as the ABCs). For the segmentation analysis, attendance and behavior were examined to see if there were any significant differences between OU students and OT students. Course performance was not analyzed since, by definition, OT students would have better course performance than OU students.

Attendance data used in the analyses were the total number of absences a student had over the previous academic year. Behavior was the total amount of behavioral incidents reported in the system. This included things such as after school detention, in-school suspension, and office detention.

To test for differences between OU and OT students, an independent sample t-test was conducted on attendance and behavior. For attendance, the average number of absences for

OT students was 12 whereas for OU students it was 29. The t-test showed that the difference between OT and OU students' absences was statistically significant ($t(482) = -9.34$, $p < 0.01$). With regards to behavior, OT students had an average of 5 behavioral incidents, whereas OU students had an average of 6 behavioral incidents. T-test in this instance showed that this difference was not significant ($t(216) = -1.67$, $p = 0.10$).

Conclusion

About 1 in 5 students at the Windham school district is behind academically. These over-age, under-credited students are more likely to be Hispanic and to have a special classification as well as to be significantly more absent from school. The segmentation study suggests a need to pay special attention to the 108 OU students and to accommodate programs to suit this particular population, including catering to the Hispanic, ESL population, and ensuring attendance at school.

APPENDIX V

Catchment Area Study – Windham Region

Conducted by founding members, a catchment area study was completed for the Windham region (all 19 towns) to identify the potential number of over-age, under-credited youth in the general Windham region.

Catchment Area Over-Age, Under-Credited Students (Estimates for Windham Region)

Town of Windham

	09-10 State Report (863 Students)	11-12 Windham Data (504 Students)	11-12 OU Students	10-11 State Report	OU Students
Windham	Drop-out Rate: 18.5%	OU Rate: 21%	108	4 Year Graduation Rate: 62.5%	324

Surrounding Towns and High Schools

High School	Towns	Number of Students	Graduation Rate 09-10	OU Students	Graduation Rate 4 Year Cohort 2011	OU Students
Coventry	Coventry	563	98%	14	90%	56
E.O. Smith	Mansfield, Willington, Ashford	1197	95%	65	83%	203
Lyman Memorial	Lebanon, Columbia	549	99%	8	94%	35
RHAM	Andover, Hebron, Marlborough	1085	97%	34	85%	167
Parish HS	Scotland, Chaplin, Hampton	291	94%	17	77%	67
Rockville HS	Vernon	1108	87%	147	83%	189
Norwich Free Academy	Norwich, Sprague, Franklin, Bozrah	2421	94%	153	83%	409
Thames River Academy	Norwich	84	61%	33	20%	67
Tolland HS	Tolland	941	99%	14	93%	68
Sub-Total (Surrounding Towns)				**484**		**1261**
Grand Total				**592**		**1585**

Estimate: within the Catchment Area there are approximately 592 to 1,585 students

APPENDIX W

Budget Documents

Founding members created budget documents (using the state's recommended formats) to illustrate the financial plan for Path Academy. Documents included here are:

Pre-Opening Budget Statement and Narrative
Projected Five Year Budget Statement
Budget Narrative
Schedule A – Staff Listing
Schedule B – Facility Expense
Cash Flow Schedule for Year One of Operation
Schedule of Borrowings and Repayments

Path Academy Charter High School
Pre-Opening Budget Statement and Narrative
Start-Up Explanation of Revenues and Expenditures

Revenue

In-kind services		-	
Revenue from Debt (Furniture and Equipment)		150,000.00	5 year payback plan built into budget
Planned requests from Foundations		300,000.00	Planned requests include $100,000 from United Way, $50,000 from H.A. Vance Foundation, and $150,000 from Carnegie Foundation
Private contributions		20,000.00	
Total Revenue		$ 470,000.00	

Expenditures

Salaries and Benefits

Salary–Administrators (for example: 10 weeks for 2 administrators)	111A	25,000.00	Principal - 13 weeks (March 1-June 30)
Salary-Teachers	111B	28,615.38	3 Teachers - 8 weeks (2 month equivalent) - contract only
Salary–Support staff	112B	5,384.62	Admin Asst - 8 weeks (April 1-June 30)
Benefits	200	14,750.00	25% of Salaries
Subtotal		$ 73,750.00	

Services and Activities

In-service staff development	322	35,000.00	
Pupil services	323	-	
Field trips	324	-	
Parent activities	325	5,000.00	Pre-opening open house
Professional Services (IT, Architect)	330	12,000.00	IT setup/wiring
Professional Services (Legal)	330	6,000.00	Facility and other contract review
Accounting	330	-	
Audit	331	-	
Student transportation	510	-	
Communication	530	5,000.00	Advertising (student recruitment, including translations)
Telephone / Internet	530	3,600.00	24 staff phones @ $150
Postage and shipping	530	-	
Travel	580	1,000.00	Mileage
Subtotal		$ 67,600.00	

Physical Plant

Rent	400	-	
Utilities	400	-	
Custodial services	400	-	
Maintenance and repairs	400	-	
Contingency	400	30,000.00	Signage, Moving, etc.
Renovations/expansion	400	-	
Subtotal		$ 30,000.00	

Marketing and Development

Charter Management Org.	590	-	
Advertising	590	-	
Printing	590	-	
Insurance	590	-	
Subtotal		$ -	

Supplies and Equipment

Supplies–Administrative	612	3,600.00	24 staff @ $150
Supplies–General	690	1,800.00	Miscellaneous startup - trash cans, computer supplies, etc.
Text books	641	-	
Library books	642	-	
Computers	700	68,900.00	100 youth PC's @ $500, 21 staff PC's @ $900
Furniture	700	200,000.00	200 youth desks/chairs @ $800, 21 staff @ $1,000, 14 whiteboards @ $750, other furniture $8,500
Vehicles	700	-	
Other equipment	700	24,350.00	Edgenuity Media Device $3,150, projectors 12 @ $900, printers 14 @ $300, copier lease (2 months @ $600), Intercom $5,000
Subtotal		$ 298,650.00	

Other Objects

Other objects (e.g., in-kind)	800	-	
Subtotal		$ -	

Loan Repayments

Interest	900	-	
Principal	900	-	
Subtotal		$ -	

Total Expenditures	$ 470,000.00
INCOME LESS EXPENDITURES	$ -

Path Academy Charter High School
Projected Five Year Budget Statement

		FY 1	FY 2	FY 3	FY 4	FY 5
Revenue						
Number of students		120	200	200	200	200
Per-pupil revenue ($11,000 per pupil)		$ 1,320,000	$ 2,200,000	$ 2,200,000	$ 2,200,000	$ 2,200,000
Student entitlements (Title I @ $705 per pupil for 75% of pupils)		$ 63,450	$ 105,750	$ 105,750	$ 105,750	$ 105,750
Revenue from Debt (year 1 cash flow)		$ 350,000	$ -	$ -	$ -	$ -
Grants (eRate)		$ 13,910	$ 15,400	$ 15,400	$ 15,400	$ 15,400
In-kind services		-	-	-	-	-
Private contributions		$ 246,100	$ 216,000	$ 216,000	$ 216,000	$ 216,000
Total Revenue		$ 1,993,460	$ 2,537,150	$ 2,537,150	$ 2,537,150	$ 2,537,150
Expenditures						
Salaries and Benefits						
Salary–Administrators (Principal, Director of Pathways)	111A	$ 103,846	$ 172,586	$ 175,100	$ 175,100	$ 175,100
Salary–Teachers	111B	$ 386,308	$ 629,538	$ 638,600	$ 638,600	$ 638,600
Salary - Pathways Staff (Youth Development, Postsecondary, Career, Enrichment)	111B	$ 124,615	$ 325,616	$ 327,540	$ 327,540	$ 327,540
Salary–Substitute Teachers	112A	$ 14,400	$ 24,000	$ 24,000	$ 24,000	$ 24,000
Salary–Support staff (Administrative Assistant)	112B	$ 36,346	$ 35,000	$ 36,050	$ 36,050	$ 36,050
School Nurse - Contracted (non-staff)	119	$ 24,000	$ 24,000	$ 24,000	$ 24,000	$ 24,000
Benefits	200	$ 166,312	$ 296,685	$ 300,323	$ 300,323	$ 300,323
Subtotal		$ 855,827	$ 1,507,425	$ 1,525,613	$ 1,525,613	$ 1,525,613
Services and Activities						
In-service development staff	322	$ 11,000	$ 36,000	$ 31,500	$ 31,500	$ 31,500
Pupil services	323	$ -	-	-	-	-
Field trips	324	$ 18,000	$ 40,000	$ 40,000	$ 40,000	$ 40,000
Parent activities	325	$ -	-	-	-	-
Professional tech services	330	$ 7,250	$ 14,500	$ 14,500	$ 14,500	$ 14,500
Payroll Service	330	$ 4,200	$ 7,350	$ 7,350	$ 7,350	$ 7,350
Administrative Services	330	$ -	$ -	$ -	$ -	$ -
Accounting	330	$ -	-	-	-	-
Audit	331	$ 18,000	$ 18,000	$ 18,000	$ 18,000	$ 18,000
Student transportation	510	$ -	-	-	-	-
Communication	530	$ -	-	-	-	-
Telephone/Internet	530	$ 13,910	$ 15,400	$ 15,400	$ 15,400	$ 15,400
Postage and Printing	530	$ 3,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Travel	580	$ 2,750	$ 8,400	$ 8,400	$ 8,400	$ 8,400
Subtotal		$ 78,110	$ 144,650	$ 140,150	$ 140,150	$ 140,150
Physical Plant						
Rent	400	$ 238,400	$ 238,400	$ 238,400	$ 238,400	$ 238,400
Utilities	400	$ 72,260	$ 72,260	$ 72,260	$ 72,260	$ 72,260
Custodial services	400	$ 18,000	$ 18,000	$ 18,000	$ 18,000	$ 18,000
Maintenance and repairs	400	$ 12,000	$ 12,000	$ 12,000	$ 12,000	$ 12,000
Renovations/expansion	400	-	-	-	-	-
Subtotal		$ 340,660	$ 340,660	$ 340,660	$ 340,660	$ 340,660
Marketing and Development						
CHARTER MANAGEMENT ORG. FEES (10% OF PUBLIC FUNDS)	590	$ 139,736	$ 232,115	$ 232,115	$ 232,115	$ 232,115
ADMINISTRATIVE SERVICES	590	$ 80,000	$ 80,000	$ 80,000	$ 80,000	$ 80,000
Advertising	590	$ 4,000	$ 4,000	$ 313	$ 313	$ 313
Printing	590	$ 1,200	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Insurance	590	$ 12,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000
Subtotal		$ 236,936	$ 333,115	$ 329,428	$ 329,428	$ 329,428
Supplies and Equipment						
Supplies–Instructional	611	$ 24,000	$ 59,000	$ 59,000	$ 59,000	$ 59,000
Supplies–Administrative	612	$ 18,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Text books	641	$ -	$ -	$ -	$ -	$ -
Library books	642	$ -	$ -	$ -	$ -	$ -
Supplies-General	690	$ 21,000	$ 32,000	$ 32,000	$ 32,000	$ 32,000
Computers	700	$ -	$ -	$ -	$ -	$ -
Software - Edgenuity	700	$ 18,360	$ 30,600	$ 30,600	$ 30,600	$ 30,600
Software - Data Management	700	$ 6,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Software - Microsoft	700	$ 2,700	$ 4,500	$ 4,500	$ 4,500	$ 4,500
Software - Career Development Assessments	700	$ -	$ 8,000	$ 8,000	$ 8,000	$ 8,000
Furniture	700	$ -	$ -	$ -	$ -	$ -
Youth Business Equipment	700	$ -	$ 10,000	$ -	$ -	$ -
Vehicles	700	$ -	$ -	$ -	$ -	$ -
Other Equipment (copier/fax lease)	700	$ 7,200	$ 7,200	$ 7,200	$ 7,200	$ 7,200
Subtotal		$ 97,260	$ 181,300	$ 171,300	$ 171,300	$ 171,300
Other Objects						
Other objects (e.g., in-kind)	800	-	-	-	-	-
Subtotal		$ -	$ -	$ -	$ -	$ -
Loan Repayments						
Interest - Cash Flow	900	$ 4,667	-	-	-	-
Principal - Startup Furniture and Computers	900	$ 30,000	$ 30,000	$ 30,000	$ 30,000	$ 30,000
Principal - Cash Flow	900	$ 350,000	-	-	-	-
Subtotal		$ 384,667	$ 30,000	$ 30,000	$ 30,000	$ 30,000
Total Expenditures		$ 1,993,460	$ 2,537,150	$ 2,537,150	$ 2,537,150	$ 2,537,150
INCOME LESS EXPENDITURE		$ -	$ -	$ -	$ -	$ -
COST PER STUDENT (Year 1 adjusted for $350K loan)		$ 13,696	$ 12,686	$ 12,686	$ 12,686	$ 12,686

Path Academy Charter High School
Budget Narrative

			YEAR 1	YEAR 2	ONGOING
			120	200	200
Revenue					
Number of students					
Per-pupil Revenue	$11,000 per student		$ 1,320,000	$ 2,200,000	$ 2,200,000
Student Entitlements	Title I funding, estimated to be $705 per pupil, with 75% of pupils eligible		$ 63,450	$ 105,750	$ 105,750
Revenue from Debt	Year 1 Cash Flow issue - 4 months at 4%		$ 350,000	$ -	$ -
Grants (eRate)	Equal to ongoing Telephone/Internet costs		$ 13,910	$ 15,400	$ 15,400
Private contributions	Fundraising activities by School and CMO		$ 246,100	$ 216,000	$ 216,000
Total Revenue			**$ 1,993,460**	**$ 2,537,150**	**$ 2,537,150**
Expenditures		**LINE**			
Salaries and Benefits - See attached Schedule A for Details					
Salary–Administrators		**111A**	$ 103,846	$ 172,586	$ 175,100
Salary–Teachers		**111B**	$ 386,308	$ 629,538	$ 638,600
Salary - Pathways Staff (Youth Development, Postsecondary, Career, Enrichment)		**111B**	$ 124,615	$ 325,616	$ 327,540
Salary–Substitute Teachers		**112A**	$ 14,400	$ 24,000	$ 24,000
Salary–Support staff		**112B**	$ 36,346	$ 35,000	$ 36,050
School Nurse - Contracted (non-staff)		**119**	$ 24,000	$ 24,000	$ 24,000
Benefits		**200**	$ 166,312	$ 296,685	$ 300,322
Subtotal			**$ 855,827**	**$ 1,507,425**	**$ 1,525,612**
Services and Activities					
In-service development staff	$1,000 per staff (yr 1, additional $35,000 budgeted in startup costs) ; $1500 per staff plus $3,150 new hire training (yr2); $1500 per staff (yr 3)	**322**	$ 11,000	$ 36,000	$ 31,500
Field trips	$150 per student (year 1); $200 per student (ongoing)	**324**	$ 18,000	$ 40,000	$ 40,000
Professional tech services	$604/month (year 1, add'l $12,000 included in startup costs); $1,208/month (ongoing)	**330**	$ 7,250	$ 14,500	$ 14,500
Payroll Service	$350 per staff ($382 in year 1 due to low volume)	**330**	$ 4,200	$ 7,350	$ 7,350
Administrative Services	Included below in CMO fees	**330**	$ -	$ -	$ -
Accounting	Included below in CMO fees	**330**	$ -	$ -	$ -
Audit	Annual fee estimate	**331**	$ 18,000	$ 18,000	$ 18,000
Student transportation	Provided by school district	**510**	$ -	$ -	$ -
Communication	Cell phones for administrators (@ $1,560/year and on call staff (2 @ $960/year))	**530**	$ 3,510	$ 5,000	$ 5,000
Telephone	$667/month	**530**	$ 8,000	$ 8,000	$ 8,000
Internet	$200/month	**530**	$ 2,400	$ 2,400	$ 2,400
Postage	$25 per student	**530**	$ 3,000	$ 5,000	$ 5,000
Staff Travel	$250 per staff (year 1); $400 per staff (ongoing)	**580**	$ 2,750	$ 8,400	$ 8,400
Subtotal			**$ 78,110**	**$ 144,650**	**$ 140,150**
Physical Plant					
Rent	See **Schedule B** for financing proposal	**400**	$ 238,400	$ 238,400	$ 238,400
Utilities	$4.014 per sq. ft. x 18,000 sq. ft.	**400**	$ 72,260	$ 72,260	$ 72,260
Custodial services	$1,500 per month	**400**	$ 18,000	$ 18,000	$ 18,000
Maintenance and repairs	$1,000 per month	**400**	$ 12,000	$ 12,000	$ 12,000
Subtotal			**$ 340,660**	**$ 340,660**	**$ 340,660**
Marketing and Development					
CMO Fees	10% of public funds	**590**	$ 139,736	$ 232,115	$ 232,115
CMO Ancillary Services	Accounting Services $3,000/month; Research & Org. Performance Services @ $3,667 per month	**590**	$ 80,000	$ 80,000	$ 80,000
Advertising	Translation Services and other materials estimate	**590**	$ 4,000	$ 4,000	$ 313
Printing	$10 per student	**590**	$ 1,200	$ 2,000	$ 2,000
Insurance	Annual fee estimate	**590**	$ 12,000	$ 15,000	$ 15,000
Subtotal			**$ 236,936**	**$ 333,115**	**$ 329,428**
Supplies and Equipment					
Supplies–Instructional	Per student: Education supplies $75, Physical Education $25, Project-Based Curriculum $50, Pathways Supplies $50; additional $95 per student for Youth Business in Years 2 and ongoing years.	**611**	$ 24,000	$ 59,000	$ 59,000
Supplies–Administrative	$150/student in year 1; $100 per student ongoing	**612**	$ 18,000	$ 20,000	$ 20,000
Supplies-General	Per student: Cleaning Supplies $75, Medical Supplies $25, Maintenance Supplies $75 (reduced to $70/$20/$70 for years two and ongoing years)	**690**	$ 21,000	$ 32,000	$ 32,000
Computers	included in startup expenses; debt payment below	**700**	$ -	$ -	$ -
Software - Edgenuity	$306 per student computer annually (60 year 1; 100 ongoing)	**700**	$ 18,360	$ 30,600	$ 30,600
Software - Data Management	$50 student (PowerSchool, Kickboard, language)	**700**	$ 6,000	$ 10,000	$ 10,000
Software - Microsoft	$45 per computer	**700**	$ 2,700	$ 4,500	$ 4,500

Software - Career Dev Assessments	Approx 80 students/year x $100	**700**	$ -	$ 8,000	$ 8,000
Furniture	included in startup expenses; debt payment below	**700**	$ -	$ -	$ -
Enrichment Activities Equipment	Enrichment Activities Startup - Year 2 only	**700**	$ -	$ 10,000	$ -
Vehicles		**700**	$ -	$ -	$ -
Other Equipment	Lease - 2 copier/fax machines @ $3,600/year	**700**	$ 7,200	$ 7,200	$ 7,200
Subtotal			**$ 97,260**	**$ 181,300**	**$ 171,300**
Other Objects					
Other objects (e.g., in-kind)		**800**			
Subtotal			**$ -**	**$ -**	**$ -**
Loan Repayments					
Interest	Cash Flow loan - year 1; $350,000 @ 4% for four months	**900**	$ 4,667		
Principal	Cash Flow loan - year 1; $350,000 @ 4% for four months	**900**	$ 350,000		
Principal	Furniture and Equipment purchases from startup	**900**	$ 30,000	$ 30,000	$ 30,000
Subtotal			**$ 384,667**	**$ 30,000**	**$ 30,000**
Total Expenditures			**$ 1,993,460**	**$ 2,537,150**	**$ 2,537,150**

INCOME LESS EXPENDITURE	**$ -**	**$ -**	**$ -**

Path Academy Charter High School
SCHEDULE A - Staff Listing

STAFF CATEGORIES	BLI	YEAR 1/2 SALARY	YEAR 3 SALARY	YEAR 1	YEAR 2	ONGOING
Note that all staff receive 2 weeks pay for training in their year of hire.						
ADMINISTRATORS	**111A**					
Principal		$100,000	$103,000	1	1	1
				$103,846	$100,000	$103,000
Director of Pathways		$70,000	$72,100	0	1	1
				$0	*$72,586*	$72,100
TOTAL ADMINISTRATORS	**111A**			**$103,846**	**$172,586**	**$175,100**
TEACHERS	**111B**					
"Full and Part Time employees including counselors providing direct instructions to pupils"						
Teaching Staff (20:1 staff/youth ratio)		$62,000	$63,860	6	10	10
				$386,308	*$629,538*	$638,600
Youth Development Specialists (40:1 staff/youth ratio)		$40,000	$41,200	3	5	5
				$124,615	*$203,077*	$206,000
Career/Postsecondary Coordinators		$40,000	$41,200	0	2	2
				$0	*$83,077*	$82,400
Enrichment Activities Specialist		$38,000	$39,140	0	1	1
				$0	*$39,462*	$39,140
TOTAL TEACHERS	**111B**			**$510,923**	**$955,154**	**$966,140**
EDUCATION AIDES	112A					
"Full and Part Time employees who assist staff in providing classroom instruction"						
Substitute Teachers	$ 240.00 per day			60	100	100
	10 days off per teacher			$14,400	$24,000	$24,000
TOTAL EDUCATION AIDES	112A			$14,400	$24,000	$24,000
Administrative Assistant	112B	$35,000	$36,050	1	1	1
TOTAL CLERICAL	112B			*$36,346*	*$35,000*	$36,050
TOTAL STAFF				$665,515	$1,186,740	$1,201,290
NON-STAFF - SCHOOL NURSE (CONTRACTED)	119			$24,000	$24,000	$24,000
TOTAL ALL WAGES				$689,515	$1,210,740	$1,225,290
BENEFITS						
PAYROLL TAXES			7.65%	$50,912	$90,786	$91,899
WORKERS COMPENSATION			1.71%	$11,380	$20,293	$20,542
UNEMPLOYMENT			3.32%	$22,095	$39,400	$39,883
RETIREMENT			1.00%	$6,655	$11,867	$12,013
EMPLOYEE INSURANCE				$75,271	$134,339	$135,987
				10.92%	11.32%	11.32%
TOTAL BENEFITS	200			$166,313	$296,685	$300,324
				24.60%	25.00%	25.00%
TOTAL SALARIES AND BENEFITS				$855,829	$1,507,425	$1,525,614
STAFF COUNT BY YEAR	excludes nurse and substitute teachers			11	21	21

Path Academy Charter High School
SCHEDULE B - FACILITY EXPENSE

Our Piece of the Pie (OPP), as the charter management organization, is willing to purchase and has been actively pursuing a facility to renovate and develop consistent with local codes. The facility will be leased to the Path Academy. It is the intention of OPP to transition the facility ownership to the Path Acaedmy as it strengthens its financial position.

PROJECT PRICE	$	4,000,000	
10% down payment	$	(400,000)	
AMOUNT TO BE FUNDED	**$**	**3,600,000**	
Interest Rate		4.25%	
Term of Loan		30.0	years
Monthly Payments		$17,709.84	
ANNUAL MORTGAGE PAYMENT	$	212,518.03	
Property Management/Maintenance	$	25,882	
TOTAL ANNUAL COST	**$**	**238,400**	

Includes property maintenance, and is equal to the amount budgeted for Rent in the annual budget.

Path Academy Charter High School
Cash Flow Schedule For Year One of Operation

		Budget	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Totals
Beginning Balance				$ 182,171	$ 89,277	$ 327,382	$ 183,031	$ 117,573	$ 371,966	$ 562,736	$ 474,962	$ 387,188	$ 223,457	$ 112,240	
Revenue															
Number of students		120	120	120	120	120	120	120	120	120	120	120	120	120	
Per-pupil revenue ($11,000 x 120)		$ 1,320,000	$ 330,000		$ 330,000				$ 330,000			$ 330,000			$ 1,320,000
Student entitlements (Title 1 $705 per pupil x 75% of pupils)		$ 63,450					$ 26,438	$ 5,288	$ 5,288	$ 5,288	$ 5,288	$ 5,288	$ 5,288	$ 5,288	$ 63,450
Revenue from debt		$ 350,000						$ 350,000							$ 350,000
Grants (e-Rate)		$ 13,910				$ 3,478			$ 3,478			$ 3,478		$ 3,478	$ 13,910
In-kind services		-													$ -
Private contributions		$ 246,100	$ 24,610	$ 24,610	$ 24,610	$ 24,610	$ 24,610	$ 24,610	$ 24,610	$ 24,610	$ 24,610	$ 24,610			$ 246,100
Total Revenue		$ 1,993,460	$ 354,610	$ 24,610	$ 354,610	$ 28,088	$ 51,048	$ 379,898	$ 363,375	$ 29,898	$ 29,898	$ 363,375	$ 5,288	$ 8,765	$ 1,993,460
Expenditures															
Salaries and Benefits															
Salary–Administrators (Principal)	111A	$ 103,846	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 103,846
Salary–Teachers (6 teachers @ $62K)	111B	$ 386,308	$ 32,192	$ 32,192	$ 32,192	$ 32,192	$ 32,192	$ 32,192	$ 32,192	$ 32,192	$ 32,192	$ 32,192	$ 32,192	$ 32,192	$ 386,308
Salary–Other (3 YDS @ $40K)	112A	$ 124,615	$ 10,385	$ 10,385	$ 10,385	$ 10,385	$ 10,385	$ 10,385	$ 10,385	$ 10,385	$ 10,385	$ 10,385	$ 10,385	$ 10,385	$ 124,615
Salary–Support staff (Admin @ $35,000; Subs $14,400)	112B	$ 50,746	$ 4,229	$ 4,229	$ 4,229	$ 4,229	$ 4,229	$ 4,229	$ 4,229	$ 4,229	$ 4,229	$ 4,229	$ 4,229	$ 4,229	$ 50,746
Salary - School Nurse (contracted non-employee)	119	$ 24,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 24,000
Benefits (25% of salaries)	200	$ 166,312	$ 13,859	$ 13,859	$ 13,859	$ 13,859	$ 13,859	$ 13,859	$ 13,859	$ 13,859	$ 13,859	$ 13,859	$ 13,859	$ 13,859	$ 166,312
Subtotal		$ 855,827	$ 71,319	$ 71,319	$ 71,319	$ 71,319	$ 71,319	$ 71,319	$ 71,319	$ 71,319	$ 71,319	$ 71,319	$ 71,319	$ 71,319	$ 855,827
Services and Activities															
In-service development staff	322	$ 11,000	$ 1,000	$ 1,000	$ -	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 11,000
Pupil services	323	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Field trips	324	$ 18,000	$ -	$ -	$ -	$ -	$ -	$ 9,000	$ -	$ -	$ -	$ 4,500	$ -	$ 4,500	$ 18,000
Parent activities	325	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Professional tech services	330	$ 7,250	$ 604	$ 604	$ 604	$ 604	$ 604	$ 604	$ 604	$ 604	$ 604	$ 604	$ 604	$ 604	$ 7,250
Payroll Service	330	$ 4,200	$ 350	$ 350	$ 350	$ 350	$ 350	$ 350	$ 350	$ 350	$ 350	$ 350	$ 350	$ 350	$ 4,200
Accounting	330	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Audit	331	$ 18,000	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 18,000
Student transportation	510	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Communication	530	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Telephone	530	$ 13,910	$ 1,159	$ 1,159	$ 1,159	$ 1,159	$ 1,159	$ 1,159	$ 1,159	$ 1,159	$ 1,159	$ 1,159	$ 1,159	$ 1,159	$ 13,910
Postage and shipping	530	$ 3,000	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 3,000
Travel	580	$ 2,750	$ 229	$ 229	$ 229	$ 229	$ 229	$ 229	$ 229	$ 229	$ 229	$ 229	$ 229	$ 229	$ 2,750
Subtotal		$ 78,110	$ 5,093	$ 5,093	$ 4,093	$ 5,093	$ 5,093	$ 14,093	$ 5,093	$ 5,093	$ 5,093	$ 9,593	$ 5,093	$ 9,593	$ 78,110
Physical Plant															
Rent	400	$ 238,400	$ 19,867	$ 19,867	$ 19,867	$ 19,867	$ 19,867	$ 19,867	$ 19,867	$ 19,867	$ 19,867	$ 19,867	$ 19,867	$ 19,867	$ 238,400
Utilities	400	$ 72,260	$ 6,022	$ 6,022	$ 6,022	$ 6,022	$ 6,022	$ 6,022	$ 6,022	$ 6,022	$ 6,022	$ 6,022	$ 6,022	$ 6,022	$ 72,260
Custodial services	400	$ 18,000	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 18,000
Maintenance and repairs	400	$ 12,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 12,000
Renovations/expansion	400	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal		$ 340,660	$ 28,388	$ 28,388	$ 28,388	$ 28,388	$ 28,388	$ 28,388	$ 28,388	$ 28,388	$ 28,388	$ 28,388	$ 28,388	$ 28,388	$ 340,660
Marketing and Development															
Charter Management Org. Fee	590	$ 139,736	$ 34,934	$ -	$ -	$ 34,934	$ -	$ -	$ 34,934	$ -	$ -	$ 34,934	$ -	$ -	$ 139,736
Ancillary Services Fee	590	$ 80,000	$ 20,000	$ -	$ -	$ 20,000	$ -	$ -	$ 20,000	$ -	$ -	$ 20,000	$ -	$ -	$ 80,000
Advertising	590	$ 4,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 4,000
Printing	590	$ 1,200	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 1,200
Insurance	590	$ 12,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 12,000
Subtotal		$ 236,936	$ 57,034	$ 2,100	$ 2,100	$ 57,034	$ 1,100	$ 1,100	$ 56,034	$ 1,100	$ 1,100	$ 56,034	$ 1,100	$ 1,100	$ 236,936
Supplies and Equipment															
Supplies–Instructional	611	$ 24,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 24,000
Supplies–Administrative	612	$ 18,000	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 18,000
Text books	641	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Library books	642	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Supplies-General	690	$ 21,000	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 21,000
Computers	700															$ -
Software - Edgenuity	700	$ 18,360	$ 1,530	$ 1,530	$ 1,530	$ 1,530	$ 1,530	$ 1,530	$ 1,530	$ 1,530	$ 1,530	$ 1,530	$ 1,530	$ 1,530	$ 1,530	$ 18,360
Software - Data Management	700	$ 6,000	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 6,000
Software - microsoft	700	$ 2,700	$ 225	$ 225	$ 225	$ 225	$ 225	$ 225	$ 225	$ 225	$ 225	$ 225	$ 225	$ 225	$ 225	$ 2,700
Furniture	700															$ -
Vehicles	700	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Equipment (copier/fax)	700	$ 7,200	$ 600	$ 600	$ 600	$ 600	$ 600	$ 600	$ 600	$ 600	$ 600	$ 600	$ 600	$ 600	$ 600	$ 7,200
Subtotal		$ 97,260	$ 8,105	$ 8,105	$ 8,105	$ 8,105	$ 8,105	$ 8,105	$ 8,105	$ 8,105	$ 8,105	$ 8,105	$ 8,105	$ 8,105	$ 8,105	$ 97,260
Other Objects																
Other objects (e.g., in-kind)	800	-														$ -
Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Loan Repayments																
Interest - cash flow loan	900	$ 4,667							$ 1,167	$ 1,167	$ 1,167	$ 1,167	$ -	$ -	$ -	$ 4,667
Principal - cash flow loan	900	$ 350,000										$ 350,000	$ -	$ -	$ -	$ 350,000
Furniture and Equipment	900	$ 30,000	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 30,000
																$ -
Subtotal		$ 384,667	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 3,667	$ 3,667	$ 3,667	$ 353,667	$ 2,500	$ 2,500	$ 384,667	
Total Expenditures		$ 1,993,460	$ 172,439	$ 117,505	$ 116,505	$ 172,439	$ 116,505	$ 125,505	$ 172,605	$ 117,671	$ 117,671	$ 527,106	$ 116,505	$ 121,005	$ 1,993,460	
ENDING CASH BALANCE		$ -	$ 182,171	$ 89,277	$ 327,382	$ 183,031	$ 117,573	$ 371,966	$ 562,736	$ 474,962	$ 387,188	$ 223,457	$ 112,240	$ -	$ -	

Path Academy Charter High School
SCHEDULE OF BORROWINGS AND REPAYMENTS

1 - LOAN for Startup Furniture and Equipment

Path Academy and Our Piece of the Pie (CMO) will actively pursue donations (either via direct donations of furniture and equipment, or via funding donations) for the startup costs of furnishing the school. As a payment plan might be needed to cover some of the expense, we have included $30,000 in each year of operation to cover this expense. Once startup purchases have been paid in full, that budget line item will be redeployed to replace, update, or add to current equipment.

2 - LOAN to overcome Cash Flow issue in Year 1

As indicated in the first year Cash Flow Statement, Path Academy is predicted to have a cash deficit beginning in December 2014. The fiscal policies allow the Board of Directors to establish a Line of Credit, which will be drawn upon to cover the cash needs of the school until the final per-pupil allotment is received in April.

APPENDIX X

Draft Board Member Agreement

Once new Board members are recruited and approved, they will be required to sign a Board Member Agreement (draft appended her e – to be finalized by initial Board members). The agreement will outline the roles and responsibilities of Board members, painting a clear picture of expectations before they commit. All Board members will be required to review and sign this agreement when they join, as well as at every renewal of terms.

Board Member Agreement[1]
Path Academy Board of Directors

I, _____, understand that as a member of Board of Directors of Path Academy, I have legal responsibility to ensure that the organization is successful in meeting its mission and stated goals. I believe in the purpose and mission of the school, and I will act responsibly as its steward.

I understand and am willing to comply with the following Board Member expectations:

- Understand, support, and continuously review action against the Path Academy mission.
- Monitor and strengthen academic program/performance.
- Select, support, and review performance of the school leader (Principal).
- Support and review performance of the charter management organization.
- Oversee organizational planning.
- Oversee school finances and manage resources effectively.
- Develop resources and community relationships to ensure adequate resources.
- Oversee legal and ethical integrity of the school.
- Oversee the physical plant of the school.
- Recruit and orient new Board members, and assess Council effectiveness.
- Participate on at least one committee.
- Attend school events and activities whenever possible.

If I am ever unable to fulfill these expectations, I will resign from the Board.

In turn, the school will be responsible to me in several ways:

- I will be sent updates on school activities and financial statements.
- The school will help me perform my duties by keeping me informed about issues in the field and offering me opportunities for professional development.
- The Principal and other school leaders will be available to answer questions and provide information that is necessary to carry out my responsibilities to the school.
- The Board Chair and other Board members will work with me to achieve our goals for the school.

_____ _____
Member, Board of Directors Date

_____ _____
Chair, Board of Directors Date

_____ _____
Principal Date

[1] Adapted from The High Bar, 2013; *Board Café*, Vol. 5, No. 3, March 28, 2001.

APPENDIX Y

Sample Board Metric "Dashboard"

Just as the academic model of the school is driven by a constant use of data, the Board will also use data to inform their decisions and policies. At each meeting, Board members will be presented with a concise Board Metric "Dashboard," which will summarize school data and how it measures up against school/Board goals. This will give Board members a simple way to monitor the school's progress and continuously evaluate the work of the school as a whole, in all areas from student academic achievement, to the work of the charter management organization. The appended is a sample of what the Board Dashboard could look like (actual measures are not accurate – just examples to show color coding).

Performance Metrics: Board Reporting

		DATE – Q3	GOALS	COMPARISON	COMMENTS	YTD
Academic Achievement	Students at/above proficiency on content assessments	83%	70%	↔	Compared to last report.	**Q1** **Q2** **Q3** **Q4**
	Students at/above proficiency on project-based assessments	79%	70%	↑	Compared to last report.	
	Credit Accumulation Rate (seasonal)	70%	70%	↔	Compared to last trimester.	
	Students at/above proficiency on Smarter Balanced Assessment (seasonal)	62%	50%	↑	Compared to last year.	
Youth Development and Engagement	Attendance Rate	84%	80%	↔	Compared to last report.	**Q1** **Q2** **Q3** **Q4**
	Parent/Significant Adult Involvement in School Activities	64%	70%	↓	Compared to last report.	
	Students participating in Enrichment Activities	83%	80%	↑	Compared to last report.	
	Students with Student Success Plans in place	68%	75%	↑	Compared to last report.	
	Students progressing on set SSP goals (v. number of students with goals set)	98%	100%	↑	Compared to last report.	
	Students increasing performance on 6 C's (Thrive)	82%	75%	↔	Compared to last report.	
	Students with discipline referrals	20%	15%	↓	Compared to last report.	

SAMPLE

Performance Metrics: Board Reporting

		DATE – Q3	GOALS	COMPARISON	COMMENTS	YTD
Postsecondary Readiness	Students demonstrating career competencies (of those in training)	68%	90%	↑	Compared to last report.	Q1 Q2 Q3 Q4
	Students with internships	N/A	N/A	N/A	Students will begin internships next year.	
	Students participating in college preparation	N/A	N/A	N/A	Students will begin college preparation workshops next year.	
	Students participating in dual enrollment	5%	10%	↔	Compared to last trimester.	
Finance	Quick Ratio	1.0	1.0	↔		Q1 Q2 Q3 Q4
	Cash Position	$105,000	$100,000	↔		
	Net Income	($500)	$5,000	↔		
HR	Attrition Rate	5%	12%	↔	Compared to last report.	Q1 Q2 Q3 Q4
	Internal Promotions	0	-	-		
Community Engagement	Guest Lecturers	9	10	↑	For workforce readiness training, content areas, etc.	Q1 Q2 Q3 Q4
	Project Assessors	60%	50%	↔	As most students this year are in lower level classes, the goal has been to involve community members in 50% of project presentations.	

SAMPLE

Performance Metrics: Board Reporting

		DATE – Q3	GOALS	COMPARISON	COMMENTS	YTD
Board	Candidate Pipeline	1	1	↔		Q1 Q2 Q3 Q4
	Candidate Pipeline	1	1	↔		
	Attendance	80%	90%	↔		
	Support	$500	$500	↔		
Facility	Repairs reported/completed	3/3	1/1	↔		Q1 Q2 Q3 Q4
	Unresolved issues	0	0	↔		
External Affairs	Fundraising Events	$2,000	$1,000	↑		Q1 Q2 Q3 Q4
	Individual Giving	$1,000	$10,000	↔		
	New Grants	$50,000	$100,000	↔		
	Renewed Grants	$2,100,000	$1,900,000	↔		
Data Eval.	Reports Completed	17	9	↔		Q1 Q2 Q3 Q4
	Data trainings	7	3	↔		
Talent Development	Individual Professional Development Plans	20%	75%	↓	Step one of the IPDP process for quarter 3 is to review all goals with supervisors. Task completed in January. Step two is to meet individually will staff to select goal and create action steps to reach the goal. These have been started and will be completed by the end of March.	Q1 Q2 Q3 Q4
	Staff Trainings Offered	22	7	↔		

APPENDIX Z

Draft Board By-Laws

The Path Academy Board will hold the general responsibility for ensuring that the school is successful, faithful to its charter, and operating as viable organization. To accomplish this, they will follow the by-laws, which are drafted here (to be approved by the initial Board).

Proposed

BYLAWS
OF
PATH ACADEMY, INC.

ARTICLE I
NAME; OFFICE

Section 1. Name. The name of this Corporation is Path Academy, Inc.

Section 2. Registered Office. The address of the principal place of business is _____

ARTICLE II
PURPOSE

Section 1. The nature of the activities to be conducted, or the purposes to be promoted or carried out by the Corporation are as follows:

A. To establish and operate a state-chartered public school in Willimantic, Connecticut pursuant to Connecticut General Statutes section 10-66aa et. seq. to serve the needs of over-aged and under-credited students in the equivalent of grades 9-12, hereinafter known as the School.

B. To do any and all things, make any and all contracts, and possess and utilize any and all powers necessary, convenient, or incident to furthering its purpose as aforesaid, with all rights, powers and privileges enumerated herein and in the statutes of the State of Connecticut regulating the formation and organization of corporations without capital stock.

ARTICLE III
BOARD OF DIRECTORS

Section 1. General Powers. The Board of Directors (hereinafter referred to as "Board") shall constitute the policy making body of the Corporation and shall have and may exercise, subject to law and the Certificate of Incorporation, all control and management of property, affairs and funds of this Corporation, and the power and authority to do and perform all acts and functions on behalf of this Corporation. The Board of Directors shall constitute the Governing Council of Path Academy within the meaning of Connecticut General Statutes § 10-66aa et seq. and shall have overall responsibility for the operation and management of the School including, but not limited to, its curriculum, the development of staff and student policies, staffing, and financial operations.

Section 2. Number and Tenure of the Board of Directors.

A. The Board of Directors shall consist of no fewer than nine and no more than fifteen Directors.

B. The term of office for a Board member is two years. All Directors shall succeed the incumbent Directors whose terms have expired and shall serve for a term of two years or until their successors are duly appointed and qualified, except that a Director may be appointed to a shorter term to permit staggered terms or to fill the unexpired term of a Director who has resigned or been removed pursuant to these Bylaws.

Section 3. Method of Appointment.

A. The initial Board of Directors shall be appointed by the Incorporators. The initial Board shall include a teacher recommended by the Windham Federation of Teachers who will serve only until a teacher from the School can be appointed. [Alternatively the initial board can be named in the Certificate of Incorporation]

B. Other than the initial Board, Directors shall be appointed by the Board of Directors.

C. The Board shall include the following:

i. the Chairperson of the Windham Board of Education or his or her designee (provided the designee is a member of the board of education or the superintendent of schools for Windham and is responsible for the oversight of charter school operations)
ii. a teacher from the School (to be appointed as soon as possible to take the place of the teacher initially appointed to the Board)
iii. a student from the School (to be appointed as soon as possible after the School begins operating)
iv. a parent or guardian of a student at the School (to be appointed as soon as possible after the School begins operating)
v. at least five but no more than eleven additional members from the Windham-area higher education, business, legal, faith-based, and/or social services communities

All Directors will be counted in determining a quorum and will be entitled to vote.

D. The Principal of the School shall not be a Director but shall be a non-voting participant on the Board.

Section 4. Vacancies. In the event an interim vacancy occurs on the Board, the Directors shall appoint a qualified person as a member of the Board. Any Director so appointed shall remain a Director for the duration of his or her predecessor's unexpired term and may be reappointed in accordance with the provisions of this Article.

Section 5. Resignation and Removal. Any Director may resign at any time by giving written notice to the Chair or to the Secretary of the Corporation. A Director's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A Director shall be deemed to have resigned in the event of such Director's incapacity as determined by a court of competent jurisdiction. Any Director shall be removable by a two-thirds vote of the other Directors with or without cause.

Section 6. Compensation. Directors shall not receive any compensation for their services as a Director.

Section 7. Conflicts of interest. No Director may have a personal or financial interest in the assets, real or personal, of the School. No Director shall concurrently serve on the Board of Directors of the Charter Management Organization affiliated with the School or on the governing council of another charter school.

Section 8. Meetings.

Section 8.1. Annual Meeting. An annual meeting of the Board of Directors shall be held at a time and place as shall be designated by the Board. At the annual meeting the Board may elect officers pursuant to a policy adopted by the Board.

Section 8.2. Regular Meetings. The Board shall meet to conduct business and to review the Treasurer's accounts as frequently as it deems necessary but no less than four times per year (in addition to the annual meeting).

Section 8.3. Special Meetings. Special meetings may be called by the Chair of the Corporation or by two Directors of the Board. Special meetings shall require three (3) days' notice. The date, time and place at which said meetings will be held shall be determined by those calling the meeting.

Section 8.3. Notice of Meetings.

(a) Requirements. Notice of each meeting of the Board stating the date, time, and place of the meeting shall be given to each Director at such Director's business or residential address at least three days prior thereto by first class mail, fax, or e-mail.

(b) Waiver of Notice. A Director may waive notice of any meeting before or after the time and date of the meeting stated in the notice. A Director's attendance at or participation in a meeting waives any required notice to that Director of the meeting unless: (i) at the beginning of the meeting or promptly upon the director's later arrival, the director objects to holding the meeting or transacting business at the meeting because of lack of notice or defective notice and does not thereafter vote for or assent to action taken at the meeting; or (ii) if special notice was required of a particular purpose pursuant to statute or these bylaws, the Director objects to transacting business with respect to the purpose for which such special notice was required and does not thereafter vote for or assent to action taken at the meeting with respect to such

purpose.

Section 8.4. Quorum. A simple majority of all Directors shall constitute a quorum at any meeting of the Board of Directors. The act of a majority of the Directors present at a meeting where a quorum has been established shall be the act of the Board of Directors, except as otherwise required by the laws of the State of Connecticut, the Certificate of Incorporation or these Bylaws. For purposes of quorum, discussion, voting and all other matters dependent upon a Director's presence at a regular or special meeting of the Board of Directors, a Director shall be regarded as being present at a meeting of the Board of Directors if such Director is in telephonic or video and audio contact with each of the other Directors actually present at such meeting.

Section 8.5. Action without a Meeting.

(a) Any action, required or permitted to be taken at a meeting of the Board or any committee thereof, may be taken without a meeting if each and every member of the Board or committee consents in writing to such action.

(b) No action taken pursuant to this Section shall be effective unless writings describing the action taken and otherwise satisfying the requirements of subsection (a), signed by all Directors, are received by the Corporation. Any such writing may be received by the Corporation by electronically transmitted facsimile or other form of wire or wireless communication providing the Corporation with a complete copy of the document, including a copy of the signature on the document. Action taken pursuant to this Section shall be effective when the last writing necessary to effect the action is received by the Corporation unless the writings describing the action taken set forth a different effective date.

(c) Action taken pursuant to this Section has the same effect as action taken at a meeting of Directors and may be described as such in any document.

Section 8.6. Meetings by Telephone. Meetings of the Board or any committee thereof may be held by conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

ARTICLE IV
OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall be the Chair, a Vice Chair, a Secretary, a Treasurer, and such other officers as the Board may from time to time establish. Officers shall be elected and shall serve at the pleasure of the Board.

Section 1.1. Chair. The Chair shall serve as Chairman of the Board of Directors and shall carry out those duties usually incident to the office of President. The Chair shall execute all documents on behalf of this Corporation unless the Board has generally or specifically delegated the authority to execute the document in question to another officer of the Corporation or

employee of the School.

Section 1.2. Vice Chair of the Corporation. The Vice Chair shall act as Chair in the absence of the Chair, and when so acting, shall have the power and authority of the Chair. A Vice Chair shall carry out all duties delegated to him or her by the Chair.

Section 1.3. Secretary of the Corporation. The Secretary shall keep the minutes of all meetings, provide written notice of all meetings and copies of minutes of previous meetings in accordance with these Bylaws or as required by the laws of the State of Connecticut, and shall act as the custodian of this Corporation's records.

Section 1.4. Treasurer of the Corporation. The Treasurer shall be the principal financial officer of this Corporation and shall ensure that there is an adequate and correct accounting of the property and business transactions of this Corporation.

Section 2. Appointment. All corporate officers shall be elected annually by the Board. Upon election, each officer shall hold office until such officer's successor shall have been duly elected and shall have qualified, or until such officer's earlier death, resignation or removal.

Section 3. Removal. Any officer elected by the Board may be removed at any time, for cause or without cause, by an affirmative vote of two-thirds (2/3) of all the Directors of the Board.

Section 4. Vacancy. In the event a vacancy occurs in any office, the Board shall elect, at a regular meeting or a special meeting of the Board, a person to succeed to such office.

ARTICLE V
COMMITTEES OF THE BOARD

Section 1. General. The Board may establish such standing and special committees as it determines from time to time. Each committee shall have and may exercise authority of the Board or take other actions to the extent permitted by law and expressly specified by policy established from time to time by the Board or as set forth in these Bylaws. Members of the committees shall be selected by and shall serve at the pleasure of the Board. The executive committee and the nominating committee (if any) shall each consist solely of Directors of the Board. Other committees may include individuals other than Directors of the Board, each of whom shall serve on such committee with vote, except that such committee may not exercise any power or authority reserved to the Board by the laws of the State of Connecticut, the Certificate of Incorporation, or these Bylaws. Unless otherwise determined by resolution of the Board, no committee of the Corporation shall have any authority to incur any corporate expense, make any representation or commitment on behalf of the Corporation, or take any other action on behalf of the Corporation without the express approval of the Board. The delegation of authority to any committee shall not operate to relieve the Board or any Director of the Board from any responsibility or standard of conduct imposed by law or these Bylaws. Rules governing procedures for meetings of any committee shall be the same as those set forth in these Bylaws or the Connecticut General Statutes unless the Board determines otherwise.

Section 2. Special Committees. A Special Committee of the Board of Directors shall limit its activities to the accomplishment of the tasks for which it is appointed, shall present a written report of its activities to the Board of Directors, and shall have no power to act except as is specifically conferred on such committee by the Board of Directors. Upon completion of the task for which it is appointed, a special committee of the Board of Directors shall stand discharged.

Section 3. Nominating Committee. The Nominating Committee shall be appointed by the Board every year sufficiently in advance of the annual meeting to propose a slate of candidates prior to the meeting. The Nominating Committee shall consist of the Chair and two members appointed by the Board. The purpose of the Nominating Committee is to establish a slate of candidates for the Board for the coming year. The Nominating Committee shall notify the Board of the proposed slate for the coming year prior to the annual meeting.

ARTICLE VI
CONTRACTS, AGREEMENTS, LEGAL INSTRUMENTS, CHECKS, DEPOSITS AND GIFTS

Section 1. Contracts, Agreements and Legal Instruments. Subject to any limitation contained in the Certificate of Incorporation or in the Bylaws, any officer of the Corporation may, in the name and on behalf of the Corporation, execute and deliver any contract or other instrument authorized in writing by the Board.

Section 2. Loans. No loan or advance shall be contracted by or on behalf of the Corporation, no negotiable paper or other evidence of its obligation under any loan or advance shall be issued in its name and no property of the Corporation shall be mortgaged, pledged, hypothecated, transferred or conveyed as security for the payment of any loan, advance, indebtedness or liability of the Corporation, unless and except as authorized by the Board. Any such authorization may be general or confined to specific instances but shall be in compliance with these Bylaws.

Section 3. Deposits. All funds and other valuable assets of the Corporation not otherwise employed shall be deposited from time to time to its credit in such banks or trust companies or other depositories as the Board may select or as from time to time may be selected by any officer or agent authorized to do so by the Board.

Section 4. Checks, Drafts, Etc. All notes, drafts, acceptances, checks, endorsements, and, subject to the provisions of these Bylaws, evidence of indebtedness of the Corporation shall be signed by such officer or officers or such agent or agents of the Corporation and in such manner as the Board from time to time may determine.

Section 5. Gifts. The Board may accept on behalf of the Corporation any gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VII
INDEMNIFICATION

Section 1. Liability of Directors. The personal liability of a Director to the Corporation for monetary damages for breach of duty as a Director is hereby limited, pursuant to Section 33-1026b of the Connecticut General Statutes, to the amount of the compensation received by the Director for serving the Corporation during the year of the violation if such breach did not (a) involve a knowing and culpable violation of law by the Director, (b) enable the Director or an associate, as defined in Section 33-840 of the Connecticut General Statutes, to receive an improper personal economic gain, (c) show a lack of good faith and a conscious disregard for the duty of the Director to the Corporation under circumstances in which the Director was aware that his conduct or omission created an unjustifiable risk of serious injury to the Corporation, or (d) constitute a sustained and unexcused pattern of inattention that amounted to an abdication of the Director's duty to the Corporation.

ARTICLE VIII
DISSOLUTION

The Corporation may be dissolved by a two-thirds (2/3) vote of the Directors in office. In the event that this Corporation shall be dissolved or wound up at any time, then all of the properties, monies, and assets of this Corporation remaining after provision has been made for payment of its known debts and liabilities as provided by law, shall be distributed to such other entity that is an exempt organization under Section 501(c)(3) of the Internal Revenue Code to be used for similar educational purposes as the Board shall determine, or to the federal government or the state or local government, for a public purpose.

ARTICLE IX
CONFLICT OF INTEREST POLICY

All Directors, Officers, and employees who are responsible for conducting the business of the Corporation shall avoid any conflict between their respective individual interests (including the interests of such person, any member of such person's family, or any entity in which such person has any legal, equitable, or fiduciary interest or position) and the interests of the Corporation in any and all actions taken by them on behalf of the Corporation. Any individual with a possible conflict of interest shall make such potential conflict known to the Board of Directors. After disclosing the potential conflict, the individual shall not vote or use personal influence on the matter; and he or she shall not be counted in determining the quorum for the meeting of the Board at which such potential conflict is discussed. The minutes of the meeting shall reflect that a disclosure of a potential conflict was made, that, after providing the basis for the potential conflict and his or her position regarding it, the person with the potential conflict was absent during the Board's discussion of and vote on the matter, and that a quorum of the Board was present and voting without counting that person.

On an annual basis, each Director, Officer, and employee shall submit to the Secretary a conflict statement disclosing potential conflicts of interest, if any, on a form provided by the Corporation.

ARTICLE X
AMENDMENT OF BYLAWS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a two-thirds (2/3) majority vote of the Board of Directors at any regular or special meeting provided that notice of the proposed revision(s) shall be given in the written notice of the meeting.

ARTICLE XI
FISCAL YEAR

The fiscal year of this Corporation shall end on June 30th of each year.

Adopted by the Incorporators on this day of , 2013.

_____

_____

_____

APPENDIX AA

Draft Certificate of Incorporation

Proposed

CERTIFICATE OF INCORPORATION
OF
PATH ACADEMY, INC.

ARTICLE I
NAME; OFFICE

Section 1. The name of this Corporation shall be Path Academy, Inc.

Section 2. The address of the initial principal office of this Corporation is _____

ARTICLE II
MEMBERS

The corporation shall not have Members.

ARTICLE III
REGISTERED AGENT

The name and address of the registered agent for this Corporation is: Jeffrey C. Pingpank, Cooney, Scully and Dowling, 10 Columbus Boulevard, Hartford, Connecticut 06106.

ARTICLE IV
PURPOSE

Section 1. The nature of the activities to be conducted, or the purposes to be promoted or carried out by the Corporation are as follows:

A. To establish and operate a state-chartered public school in Willimantic, Connecticut pursuant to Connecticut General Statutes § 10-66aa et. seq. to serve the needs of over-aged and under-credited students in the equivalent of grades 9-12, hereinafter known as the School.

B. To do any and all things, make any and all contracts, and possess and utilize any and all powers necessary, convenient, or incident to furthering its purpose as aforesaid, with all rights, powers and privileges enumerated herein and in the statutes of the State of Connecticut regulating the formation and organization of corporations without capital stock.

Section 2. The Corporation is nonprofit and shall not have or issue shares of stock or pay dividends.

Section 3. All income and earnings of the Corporation shall be used exclusively for charitable and educational purposes and no part of the net earnings of this Corporation shall inure to the benefit of or profit of, or be distributable to its Directors, Officers, or any private individual, firm, corporation, partnership, association or organization, except that this Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and make payments and distributions in furtherance of the purposes set forth in this Article.

Section 4. No substantial part of the activities of this Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and this Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

Section 5. Notwithstanding any other provision of this Certificate of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2), 2055(a), or 2522(a) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ARTICLE V
BOARD OF DIRECTORS

Section 1. Establishment. There shall be a Board of Directors constituted and administered as provided in the Bylaws which shall manage the business and affairs of the Corporation and which shall serve as the Governing Council of the School pursuant to Connecticut General Statutes section 10-66aa et. seq. and any corresponding regulations.

Section 2. Removal of Directors. Any Director may be removed with or without cause by the Board of Directors provided the meeting notice discloses the proposed removal.

Section 3. Liability of Directors. The personal liability of a Director to the Corporation for monetary damages for breach of duty as a Director is hereby limited, pursuant to Section 33-1026b of the Connecticut General Statutes, to the amount of the compensation received by the Director for serving the Corporation during the year of the violation if such breach did not (a) involve a knowing and culpable violation of law by the Director, (b) enable the Director or an associate, as defined in Section 33-840 of the Connecticut General Statutes, to receive an improper personal economic gain, (c) show a lack of good faith and a conscious disregard for the duty of the Director to the Corporation under circumstances in which the Director was aware that his conduct or omission created an unjustifiable risk of serious injury to the Corporation, or (d) constitute a sustained and unexcused pattern of inattention that amounted to an abdication of the Director's duty to the Corporation.

ARTICLE VI
DISSOLUTION

The Corporation reserves unto itself the right to dissolve, as and when it may be deemed expedient in the opinion of its Board of Directors but only on the condition that upon the dissolution of the Corporation, the net assets of the Corporation shall be distributed to another Internal Revenue Service Code Section 501(c)(3) corporation to be used for similar educational purposes, or to the federal government or to a state or local government for a public purpose. The dissolution of the Corporation shall be without profit to any individual or individuals connected with the Corporation.

ARTICLE VII
REVISION OF CERTIFICATE OF INCORPORATION

This Certificate of Incorporation may be amended upon receiving the affirmative vote of two-thirds (2/3) of the Directors in office.

APPENDIX BB

Draft Memorandum of Understanding between Path Academy and Charter Management Organization Our Piece of the Pie®, Inc.

As the charter management organization (CMO), Our Piece of the Pie will provide certain operation functions such as human resources, finance, external affairs, and talent development. The provision of these services will be codified in a memorandum of understanding (draft appended here – to be approved by Board), which will define the roles and responsibilities of the CMO and the school, in addition to outlining the fee structure for the services provided. The school's Board will be responsible for evaluating the services and determining the renewal of the contract with OPP.

PROPOSED
MEMORANDUM OF UNDERSTANDING
FOR ACADEMIC AND BUSINESS SERVICES

By and Between

Our Piece Of The Pie®, Inc. and

Path Academy, Inc.

This Memorandum of Understanding for Academic and Business Services (the "Agreement") is made and entered into by and between Our Piece Of The Pie®, Inc., a Connecticut not for profit corporation ("OPP®"), and Path Academy, Inc., ("School"), a Connecticut not for profit corporation.

WHEREAS, OPP is a leading youth development agency with expertise and experience in providing educational and other services to over-aged and under-credited youth;

WHEREAS, OPP has filed an application on behalf of the School, pursuant to Conn. Gen. Stat. 10-66bb, with the State Board of Education for a state charter high school that is specifically designed to serve students with a history of low academic performance;

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

WHEREAS, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement should a charter be granted;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"Agreement" has the meaning set forth in the recitals.

"Ancillary Services" has the meaning set forth in Section 5

"Arbitration Rules" has the meaning set forth in Section 12.2(b).

"Authorizer" means the Connecticut State Board of Education.

"Charter Contract" means the School's contract with the Authorizer, which authorizes the School and OPP to organize and operate the School, and which includes the final charter application.

"Claims" has the meaning set forth in Section 10.2.

"Confidential Information" has the meaning set forth in Section 9.1.

"Cure Period" has the meaning set forth in Section 11.2(b).

"Derivatives" has the meaning set forth in Section 9.2.

"Dispute" has the meaning set forth in Section 12.2(a).

"Effective Date" has the meaning set forth in the recitals.

"Facility" means a building or other structure, of sufficient size suitable for use by the School and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a School.

"FERPA" has the meaning set forth in Section 7.6.

"Indemnified Claims" has the meaning set forth in Section 10.2.

"IT" has the meaning set forth in Section 5.7.

"Initial Term" has the meaning set forth in Section 11.1.

"Management Services" has the meaning set forth in Section 5

"Marks" has the meaning set forth in Section 9.3.

"OPP" means Our Piece Of The Pie, Inc.

"Path Academy School Model" means the School model based on the OPP curriculum, described in the Charter Contract.

"Party" and "Parties" has the meaning set forth in the recitals.

"Principal" means the person in charge of the day-to-day operation of the School.

"Public Funding" means public revenue available from any source including, but not limited to, State per pupil payments, Title 1 funding, Title 2 funding, E-RATE funding, and any similar program.

"Regulatory Authority" means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

"Renewal Term" has the meaning set forth in Section 11.1.

"School" means Path Academy, Inc.

"School Indemnified Persons" has the meaning set forth in Section 10.2.

"Service Fees" has the meaning set forth in Section 8.4 and includes both the Management Services Fee and the Ancillary Services Fee.

"State" means State of Connecticut.

"Student Confidential Information" means all personal and academic information and records pertaining to the students of the School.

"Term" has the meaning set forth in Section 11.1.

"Termination Assistance Period" has the meaning set forth in Section 11.7.

"Termination Notice" has the meaning set forth in Section 11.2(b).

"Threshold Amount" has the meaning set forth in Section 10.4.

"Use" means the right to load, execute, store, transmit, display, copy, disseminate, reproduce, maintain, modify, enhance, create derivative works, make and cause to be made.

2. SCOPE OF PROJECT AND SERVICES

It is the desire of the parties to this agreement to establish a state charter school in the Windham area to serve high school students who have a history of low academic performance and/or who are over-aged and under-credited. The parties will work together to develop a charter high school for over-aged, under-credited youth, grades 9 to 12. It is anticipated that if the State grants the School a charter that the School will open for the 2014-2015 school year.

The School hereby hires OPP to serve as a "charter management organization" to provide "whole school management services" as those terms are defined in Conn. Gen. Stat. Sec. 10-66aa, and as are more fully set forth herein.

OPP shall design the program including curriculum and services utilizing its "Pathways To Success" program model.

3. REPRESENTATIONS AND WARRANTIES

3.1 Representations and Warranties of OPP.

OPP represents and warrants as follows:

(a) Organization and Tax Exempt Status. OPP is a non-stock, not for profit tax-exempt corporation duly organized under the laws of the state of Connecticut, with the purpose and legal ability to contract to provide whole school management services. OPP shall notify the School in writing of any change in its corporate status, or if it enters into a receivership, becomes the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors. OPP shall not change its corporate status such that this Agreement is materially affected.

(b) Authority. OPP is authorized to do business in the State. OPP has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of OPP, enforceable against OPP in accordance with its terms.

(c) Full Disclosure. No representation or warranty of OPP herein and no statement,

information or certificate furnished or to be furnished by OPP pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(d) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of OPP, threatened before any Regulatory Authority, to which OPP is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon OPP. No such judgment, order, decree or award has been entered against OPP which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of OPP, threatened before any Regulatory Authority involving OPP which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

(e) Conduct of OPP. OPP has complied, and at all times during the Term will comply, with all local, state and federal laws and regulations that are applicable to OPP. OPP has maintained and will maintain adequate records of the activities and decisions of OPP to ensure and document compliance with all such laws and regulations.

3.2 Representations and Warranties of the School.

The School represents and warrants as follows:

(a) Organization and Tax Exempt Status. School is, and at all times during the Term will be, a non-stock corporation duly organized under the laws of Connecticut, with the purpose and legal ability to contract to operate a charter school and to contract for whole school management services. The School shall apply for federal tax-exempt status as soon as practical no later than one year following the execution of the Charter Contract. Should the Internal Revenue Service require changes to this Agreement in conjunction with the School's application for or continuation of tax exempt status, both Parties will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

(b) Authority. The School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.

(c) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority, to which the School is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School. No such judgment, order, decree or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the

knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

(d) Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(e) Conduct of the School and the Board of Directors. The School has complied, and at all times during the Term will comply, with all local, State and federal laws and regulations that are applicable to the School. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide OPP with copies of all such records and to allow OPP to, at OPP's discretion, assist with the preparation and retention of such records.

(f) Due Authorization. The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Regardless of the delegation of any duties to OPP, the School shall at all times retain all rights and responsibilities under the Charter Contract.

4. AUTHORITY

4.1 Delegation of Authority to OPP

The School hereby authorizes OPP to undertake the functions specified in this Agreement in regard to business and academic services of the School on behalf of the School, it being understood that, at all times, OPP remains accountable and subject to the oversight of the School and State authorities, as provided for in this Agreement and by law. The School also authorizes OPP to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in OPP's good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws and the annual School budget approved by the Board of Directors.

4.2 OPP Authority to Subcontract.

Except to the extent prohibited by law or this Agreement, OPP may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge OPP from any obligation or liability under this Agreement.

4.3 Conflict with Charter.

To the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

5. DUTIES AND OBLIGATIONS OF OPP

In exchange for the fees described in Section 8, and paid by the School to OPP, OPP shall perform Management Services and Ancillary Services as follows (some of which are further described in this Section 5):

Management Services:

- Facility – find adequate facility; coordinate major repairs/renovations
- Finance – budget preparation, cooperation with audit
- Fundraising, Marketing, and Advocacy
- Human Resources – recruit principal, teachers, and all other School Employees
- Operations – develop and support curriculum, implement and train on equipment
- Startup – manage startup process
- Talent Development – provide initial training and ongoing professional development for personnel
- Oversight – supervise and manage performance of principal
- Procurement –insurance, employee benefits, IT equipment, miscellaneous services (banking, IT support, etc.)
- Board Relations – provide Board management services including organizing and noticing meetings of the Board of Directors of the School and recruiting and proposing to the nominating committee candidates for the Board for appointment by the Board pursuant to the School Bylaws

Ancillary Services:

- Accounting Services – provide transactional bookkeeping services (accounts payable, accounts receivable, general ledger), in accordance with Charter School Fiscal Policies and the Table of Authorities. Monthly close, including bank reconciliations, monthly financial statements, variance reporting, and board reports. Provide reports specific to grants where required. Detailed activities are described in section 5.10.
- Performance Management and Evaluation Services – implementation, maintenance and enhancements of various data management systems to produce performance metrics and other reports as needed. Services will also include monitoring and data integrity, staff training on the use of various data management systems, including understanding how to utilize reports to improve program implementation. Evaluative and research services, such as analysis and reporting of program effectiveness and conducting quantitative and qualitative research studies. Periodic environmental scans to ensure best practices are being implemented in the performance management, evaluation and research areas

OPP may, but is not obligated to, provide additional services for additional compensation. OPP may perform functions off-site, except as prohibited by State law. OPP may utilize web-based systems to provide support and counsel to the School.

5.1 Curriculum.

OPP shall furnish the School curriculum, which curriculum shall remain the property of OPP. OPP shall support the school in implementing the curriculum in a manner that is consistent with all applicable laws, including requirements regarding content and subjects of instruction, unless such requirement has been waived by the relevant authorities. OPP will provide the School with information and systems for implementing the curriculum and initial staff training. The curriculum will include scope and sequence, an assessment system, a daily schedule and a variety of curriculum materials and related documents.

5.2 Student Evaluation.

OPP shall implement qualitative and quantitative student performance evaluation systems as appropriate from time to time assess the educational progress of each student at the School in accordance with the goals set forth in the Charter Contract and any additional guidelines set forth by the Authorizer. Any such evaluation systems shall remain the property of OPP. The School shall, with OPP's assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. The School, with OPP's assistance, shall maintain detailed statistical information on the performance of (i) the School as a whole, (ii) each individual student, and (iii) each grade. OPP and the School shall cooperate in good faith to identify other measures of and goals for student and School performance, including but not limited to parent, teacher, and student satisfaction.

5.3 Finance.

Each February, OPP will initiate the annual budgeting process for the School beginning with an analysis of the School's financial reports to date and an evaluation of the accuracy of the critical cost assumptions and drivers. Between February and April, draft budget materials, including current fiscal year performance and proposed staffing models will be circulated. By April 15, OPP will present a draft budget to the Finance Committee of the School's Board of Directors. OPP will work with the Finance Committee to finalize a budget for presentation at the May Board of Directors' meeting and approval by June 15.

OPP shall cooperate and provide all reasonably requested information, to the extent such information is in possession or under the control of OPP, needed to complete an annual audit of the School by a firm engaged by the School.

5.4 Principal.

The accountability of OPP to the School is an essential foundation of the Parties' relationship, and the performance of the Principal is critical to the School's success. Therefore, OPP shall have the authority and responsibility, to the maximum extent consistent with State law, to recruit and supervise the Principal and to hold him or her accountable for the success of the School.

OPP shall nominate a candidate to become the Principal. The Board of Directors shall vote on whether to accept the candidate nominated by OPP. If the Board of Directors votes not to accept the candidate, OPP shall nominate additional candidates until the Board of Directors and OPP agree that a candidate so nominated meets their shared standards of excellence.

OPP shall present the proposed terms of the Principal's employment to the Board of Directors, including therein the duties and compensation of the Principal. The Board of Directors shall then vote on the approval of the terms of the Principal's employment.

Consistent with the provisions of the Connecticut Teacher Tenure Law, Conn. Gen. Stat. §10-151, the Principal shall serve pursuant to a year-to-year contract, which contract may be renewed by the Board of Directors, subject to approval by OPP. If either the Board of Directors or OPP wishes not to renew the Principal's contract, it shall not be renewed. In that event, OPP shall nominate a new candidate to become the Principal (and present proposed terms of that Principal's employment), as provided above, until the Board of Directors and OPP agree that a candidate so nominated meets their shared standards of excellence.

The Principal shall coordinate the management of the School with, and report on a day to day basis to a designee specified by OPP. Notwithstanding the foregoing, the Principal shall be an employee of the School. OPP shall provide to the Board of Directors an annual report regarding the Principal's performance.

OPP will (a) provide an intensive leadership training program for the Principal, (b) collaborate with the Board of Directors of the School to conduct a Principal evaluation once per year, using a comprehensive performance assessment model and (c) provide ongoing coaching and training for the Principal.

5.5 Teachers and Other School Personnel.

OPP shall support the School in the recruitment of teachers, administrators, and other personnel for the School. Specifically, OPP will work to build a pool of qualified applicants through advertising, networking and other methods. OPP will conduct preliminary screens of candidates and will forward resumes of promising candidates to the Principal. The Principal shall have the final authority to hire such teachers, administrators, and other personnel. OPP may recommend termination of a School employee.

The School shall have the authority to determine the compensation of all School employees.

OPP, in conjunction with the Principal, shall perform the following personnel functions:

(a) determining staffing levels;

(b) determining staff responsibilities;

(c) providing counsel as to evaluation and discipline of personnel;

(d) initial training in OPP's methods, curriculum, program, and technology to all teaching personnel, including professional development;

(e) training for all non-teaching personnel as OPP, in consultation with the Principal, determines is necessary.

In determining a budget for all personnel related expenses, over time, OPP will assist the School (specifically the Principal and other to-be-determined administrators) to develop the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the Path Academy School Model methodology. OPP will continue to work closely with the Principal to jointly plan and deliver ongoing teacher training. Should there be a change in Principal at the School, OPP will again become involved more directly in initial teacher training until the new Principal is able to run this training independently.

5.6 Equipment and Information Technology.

OPP will manage the School's start-up process. It will facilitate the School's purchase, at the School's expense, of desks and other furniture, equipment, media materials, and other similar materials and furnishings integral to the operation of a school.

In addition, OPP will provide the following computer and IT support to the School:

(a) maintaining and providing training in the use of a central file server containing electronic curricular and school administration resources;

(b) providing training in the use of a student information system specifically designed to support the OPP program;

(c) recommending and ensuring the effective implementation of a data back-up protocol;

(d) providing a phone system and voicemail support; and

All vendor products and services will be paid for by the School, unless otherwise specified by OPP.

5.7 School Evaluation.

OPP will conduct a thorough school evaluation within three years of the Effective Date. The evaluation will be designed as a comprehensive school inspection by a team of both OPP and outside evaluators. The team will observe classes and other school operations, analyze a wide variety of data, review student work samples, meet with parents, students, and teachers, and engage in other activities designed to obtain a detailed picture of school and student success in preparation for charter renewal.

5.8 Fundraising.

OPP will conduct fundraising activities on behalf of the School and other charter schools which OPP may manage or proposes to manage. Monies raised from OPP fundraising activities specifically for the School shall be given to or used for the benefit of the School. Other monies derived from general OPP fundraising activities shall be used or distributed as OPP deems appropriate, in its sole discretion, including but not limited to use for the benefit of, or distribution among, the charter schools that OPP may manage or proposes to manage.

5.9 Marketing; Advocacy.

OPP will market and advocate for the School.

5.10 Bookkeeping and Financial Reporting.

As part of Ancillary Services, OPP will provide transactional financial services as well as financial reporting. OPP will review and verify the School's bank deposits, enter receipts in the accounting system, and reconcile the cash received log monthly, reporting any discrepancies to the Principal. Any School funds received at OPP will be deposited in the School bank account with notification to the School Principal. OPP will perform a monthly reconciliation of the School's bank accounts and provide copies of the bank reconciliations to the School Principal each month.

OPP will monitor the School's cash flow needs. OPP and the School Principal (or designee) will address difficult cash flow issues with vendors and funders and recommend a Line of Credit to the School's Board of Directors if and when appropriate.

OPP will process invoices for payment and print checks to be returned to the School for signature (in accordance with the Table of Authorities adopted by the Board of Directors of the School) and mailing to the vendors. One copy of the check register will be maintained at OPP and one copy will be sent to the School. OPP will download monthly credit card statements from the bank website, export the charges to a spreadsheet, and process them for payment in the same manner as invoices. OPP will process expense reports and reimbursements and will write checks when necessary (for Signature at the School pursuant to the Table of Authorities) to replenish petty cash.

OPP will upload employee payroll information as necessary to the payroll vendor and, after review and approval by the School, submit payroll for processing.

OPP may purchase items and/or services on behalf of the School subject to authorization as required by the Board. OPP will bill the School for such items and services.

OPP will assist the School in maintaining a current inventory of fixed assets. OPP will determine the method of depreciation to be used for each category of financial assets. The School will consult with OPP when the disposal of a fixed asset is being contemplated.

OPP will provide monthly financial reports to the School Principal and the Board including bank reconciliations, Statement of Financial Position (Balance Sheet), Statement of Activities (Profit and Loss Statement) including budgeted and actual revenue and expense, and a Cash Flow Report.

6. DUTIES AND OBLIGATIONS OF THE SCHOOL

In addition to any duties and obligations expressly attributed to the School as set forth in Article 5, the School (and OPP) shall have the following duties and obligations:

6.1 Provision of Suitable School Facilities.

(a) The School is responsible for purchasing or leasing adequate facilities. OPP will

find an adequate facility and coordinate major repairs and renovations.

(b) The School shall procure and maintain insurance, or otherwise hold OPP harmless, for damage or loss to the property. OPP shall not be liable under any lease or other document pertaining to a facility unless it specifically, and in writing, agrees to be.

6.2 Annual Audit.

The School shall arrange and pay for an annual audit of the School to be conducted in compliance with State law and regulations, and showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected by the Board of Directors of the School, who shall consult with OPP prior to selecting the certified public accountant.

6.3 Payroll, Employee Salaries and Benefits.

The School shall be responsible and accountable for the funding and payment of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed by the School. All such payments shall be made on a timely basis, in accordance with all State and federal laws and regulations, including all tax requirements.

6.4 Power and Authority.

The School shall ensure that OPP has all power and authority necessary to carry out the duties of OPP under this Agreement. This shall include ensuring that no other entity or any individual, including any officer, agent or director of the School, has or exercises any authority which might interfere with the duties of OPP.

6.5 State and Federal Waivers.

The School shall, with OPP's assistance, timely apply for and support the waiver of any federal or State rules or regulations that interfere with the Path Academy School Model.

7. OPERATION OF THE SCHOOL

7.1 Students with Special Needs.

The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with the requirements of the *Individuals with Disabilities Education Act (IDEA)* and Section 504 of the *Rehabilitation Act of* 1973. As required by law, the School shall be open to individuals with handicapping conditions and other special needs. OPP may, on behalf of the School, subcontract as necessary and appropriate to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which shall not be unreasonably withheld. Any cost, fee or expense associated with such subcontract will be paid by the School. The School will be reimbursed by students' home districts for special education services. The home district may choose from one of three options:

- Reimburse by flat fee;
- Reimburse by fee schedule;
- Provide the actual service or service provider.

7.2 Recruitment and Admission.

OPP and the School shall be jointly responsible for the recruitment of students that meet the target population, as set forth in the Charter Contract and the administration of the lottery. The School and OPP shall encourage applications that will result in a student body reflecting the racial, ethnic, academic, and economic diversity of the community which the School most directly serves as well as reflecting the target community high school students who have a history of low academic performance and/or who are over-aged and under-credited.

Application by or for students shall be voluntary and shall be in writing. Admission shall be open to all individuals who are over-aged and under-credited and who reside within the area to be served, on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. If there are more applications for enrollment for any grade in the School than there are spaces available for such grade, students shall be selected using a random selection process, provided however, to the extent permitted by law, preference for enrollment will be given first to students who were enrolled in the School in the previous year, then to siblings of current students, and then to students residing the school district in which the School is located.

7.3 School Day and Year for Students.

The normal school day shall be approximately 8 hours. The normal school year will consist of approximately 206 days of regular instruction for students and 220 work days for teachers. The School will follow a trimester calendar that will be developed annually by the Principal in consultation with OPP and shall extend from the first week in August to the last week in June, with scheduled vacations.

7.4 School Policies.

The School and OPP are committed to the success of the educational program set forth in the Path Academy School Model (described in Charter Application Sections I - IV) and related documents, which are part of the Charter Contract, and which are incorporated by reference herein. Consequently, OPP shall make reasonable recommendations to the School concerning calendar, policies, rules, regulations, procedures, personnel, and budget, to enable the School to implement the Path Academy School Model; and the School shall exercise good faith in considering and adopting OPP' s recommendations, so that OPP's School Model may be properly implemented.

7.5 Due Process.

The School shall provide students due process hearings in conformity with the

requirements of State and federal law regarding discipline, special education, confidentiality and access to records. The Principal shall have the authority to suspend a student as provided for in the Charter Contract or in subsequent policies adopted by the Board of Directors. Only the Board of Directors or designated hearing officer(s) may expel a student, based on a recommendation by the Principal.

7.6 Family Educational Rights and Privacy Act.

The School hereby designates employees of OPP as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). OPP, its officers and employees shall comply with FERPA at all times.

8. FINANCIAL ARRANGEMENTS

8.1 Funding Eligibility.

The Principal shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining the School's eligibility to receive all applicable funds to which the School is entitled. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. OPP shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may request. The School shall permit OPP to review any such applications and reports prior to their submission, and OPP shall have the right to assume control of the application and report process if and to the extent it deems it appropriate to do so.

8.2 Donations and Grants.

Both the School and OPP may solicit and receive grants and donations consistent with the mission of the School.

8.3 Extracurricular Fees.

Consistent with local practice and as allowed by law, the School may charge fees to students for extra services such as summer activities, extracurricular clubs and after school athletics.

8.4 Service Fees Payable to OPP.

(a) For each school year covered by this Agreement (those school years being five successive 12-month periods, each beginning on July 1, and the first beginning on July 1, 2014), the School shall pay OPP a fee for Management Services equal to ten percent (10%) of Public Funding (the "Management Services Fee").

(b) The fee for Ancillary Services shall be a monthly fee negotiated annually between the parties during the budget process.

(c) The Service Fees shall be due and payable in four equal installments on the fifteenth day of October, January, April and July.

(d) In addition to the foregoing, OPP shall be entitled to fees for services provided prior to July 1, 2014 as agreed upon between OPP and the School.

8.5 OPP Not Required to Make Loans or Advances.

OPP may but is not required to advance or loan any funds to the School.

9. PROPRIETARY AND CONFIDENTIAL INFORMATION

9.1 Confidential Information.

"Confidential Information" means:

(a) any and all technical and non-technical information, whether communicated orally or in writing, including, without limitation, patent, copyright, trade secret and proprietary information, techniques, sketches, drawings, models, inventions, know-how, processes, formulae, apparatus and equipment related to the current, future and proposed products, services, or projects of OPP, and includes, without limitation, information concerning research, experimental work, development, design details and specifications, engineering, financial information, procurement requirements, purchasing, manufacturing, customer lists, business forecasts and sales and marketing plans, and any Derivatives of the foregoing whether created by OPP or the School;

(b) any instructional materials, training materials, curriculum and lesson plans, and any other materials developed by OPP, its employees, agents or subcontractors, any individual working for or supervised by OPP, or any individual employed by the School working primarily at the School;

(c) any information that OPP treats or maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally;

(d) any information disclosed by OPP to the School or known by the School as a result of the relationship created by this Agreement, which information is not generally known or publicly available and that in any way relates to OPP's products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and

(e) all information received in confidence from third parties by OPP.

"Confidential Information" shall not include Student Confidential Information.

9.2 Derivatives.

"Derivatives" means:

(a) for copyrightable or copyrighted material, any translation, abridgement, revision or other form in which an existing work may be recast, transformed or adapted;

(b) for patentable or patented material, any improvement thereon; and

(c) for material which is protected by trade secret, any new material derived from such existing trade secret material, including new material which may be protected by copyright, patent, trade secret, and/or any other recognized proprietary right.

9.3 Marks.

"Marks" means all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to OPP. Such materials shall include, but are not limited to, "Our Piece of the Pie" and "Path Academy."

9.4 Treatment of Marks.

(a) Ownership of Marks. All Marks, whether created by OPP or the School, remain the property of OPP, and no license or other right to use, modify and/or sell the Marks is granted or implied hereby, except as set forth in Section 9.4(b).

(b) License to the School. OPP hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to Use the Marks during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to Use the Marks, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants comply with the terms of this Article 9.

(c) Cease of Use of Marks. Upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of the Marks. To the extent that the School's corporate name, curriculum or any other materials include any of the Marks, including but not limited to the OPP name, and unless expressly agreed to in writing by OPP, the School shall immediately upon termination or expiration of this Agreement (i) return to OPP or destroy such materials as may be returned or destroyed and (ii) change such name and/or materials so that they do not include any of the Marks, or any portion of the Marks.

(d) School agrees that the phrase “Path Academy” or “Path Academy Charter High School” refers to the unique methods developed by OPP for over-aged and under-credited students. Should the School and OPP contract terminate, the School agrees that it must rename itself and cannot use any version of the above phrases or OPP or Our Piece of the Pie.

9.5 Treatment of Confidential Information.

(a) Ownership of Confidential Information. All Confidential Information and any Derivatives thereof, whether created by OPP or the School, remain the property of OPP, and no license or other right to use, modify and/or sell the Confidential

Information and any Derivatives thereof is granted or implied hereby, except as set forth in Section 9.5(b).

(b) License to the School. OPP hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to have access to and Use the Confidential Information during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to have access to and Use the Confidential Information, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants agree in writing to comply with the terms of this Article 9.

(c) Use of Third Party Proprietary Information. The School will not knowingly infringe upon, or permit any of its employees or agents to knowingly infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement, and if the School becomes aware of any such infringement or alleged instance of infringement, the School agrees to notify OPP promptly in writing.

(d) Disclosure of Confidential Information. The School acknowledges that prior to the Term, OPP may have disclosed, and during the Term OPP may disclose, Confidential Information to the School, including that information which is currently in existence as well as that which may be created in the future.

(i) The School agrees that it will not at any time or in any manner, directly or indirectly, disclose any Confidential Information to any third party without the prior written consent of OPP. OPP agrees that it shall not unreasonably withhold such written authorization.

(ii) The School shall treat all Confidential Information with the same degree of care as a reasonable and prudent person would accord his or her own confidential information, and shall use its best efforts to assure that it, its employees and its agents do not disclose or Use such Confidential Information, other than as may be reasonably necessary in connection with the performance of this Agreement.

(iii) To the extent a final order from a Regulatory Authority requires the School to disclose any Confidential Information, the School shall not be considered in breach of this Section 9.5(d); provided that the School provides prior notice to OPP, if permitted by the Regulatory Authority.

(e) Return of Confidential Information. Any and all Confidential Information and any Derivatives thereof, including all written and electronic copies, in the School's possession or control shall be returned to OPP promptly upon termination or expiration of this Agreement or upon request by OPP. All materials furnished by OPP to the School in connection with any Confidential Information and any Derivatives thereof, including all written and electronic copies, shall be returned

to OPP promptly upon termination or expiration of this Agreement or upon request by OPP. Upon such return, the School will not have any right to Use the OPP Confidential Information, nor any Derivatives thereof, nor such materials.

(f) Rights to Confidential Information. Except as required for the Parties' performance hereunder, nothing in this Agreement shall be construed to require OPP to provide, or to entitle the School to obtain, any Confidential Information or any rights therein.

9.6 Specific Performance.

In addition to all of the remedies otherwise available to OPP, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 9, OPP shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 9. All of OPP's remedies for breach of this Article 9 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that OPP's rights under this Article 9 are special and unique and that any violation of this Article 9 by the School would not be adequately compensated by money damages alone.

10. INDEMNIFICATION AND INSURANCE

10.1 Representations and Warranties.

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties.

10.2 Indemnification of the School.

OPP shall hold the School and its directors, officers, successors, assigns, employees and agents (the "School Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs, plus reasonable attorneys' fees and expenses and interest (collectively, the "Indemnified Claims"), incurred or to be incurred by any School Indemnified Person resulting from or arising out of OPP's gross negligence or intentional misconduct.

10.3 Indemnification of OPP.

The School shall hold OPP and its affiliates and the shareholders, directors, officers, partners, successors, assigns, employees and agents of each of them (the "OPP Indemnified Persons") harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any OPP Indemnified Person resulting from or arising out of the School's gross negligence or intentional misconduct.

10.4 Limitation on Liability of OPP.

Notwithstanding anything in this Agreement to the contrary, the liability of OPP to the

School Indemnified Persons, whether based on an action or claim in contract, equity, negligence, tort or otherwise (including, for clarity, in connection with any Indemnified Claims under Section 10.2), for any and all events, acts or omissions shall not in aggregate exceed an amount equal to the amount of any insurance proceeds (if any) available under the insurance policies held by OPP for the events, acts or omissions giving rise to the liability of OPP.

10.5 Limitation on Liability of School.

Notwithstanding anything in this Agreement to the contrary, the liability of School to the OPP Indemnified Persons, whether based on an action or claim in contract, equity, negligence, tort or otherwise (including, for clarity, in connection with any Indemnified Claims under Section 10.2), for any and all events, acts or omissions shall not in aggregate exceed the amount equal to the amount of any insurance proceeds (if any) available under the insurance policies held by the School for the events, acts or omissions giving rise to the liability of the School; provided, however, that, the limitations or exculpations of liability set forth in this Section 10.5 shall not apply to (i) misuse or infringement of OPP or any third party's intellectual property or any breaches of Article 9 or (ii) the failure of the School to make any payments due to OPP under this Agreement.

10.6 Payment.

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Article 10. Upon judgment, determination, settlement or compromise of any Third Party Claim, the Indemnifying Party shall pay promptly any amount due under this Article 10 on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party or such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

10.7 Adjustment of Liability.

In the event an Indemnifying Party is required to make any payment under this Article 10, the payment shall be reduced by any third party payments actually received by the Indemnified Party with respect to the damages, liability, obligation, loss, claim or other amount which gave rise to the requirement to make a payment under this Article 10, after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

10.8 Insurance.

OPP and the School shall each carry, at its own expense, property, public liability, and worker’s compensation insurance, with the other party designated as an additional insured (on

coverage other than workers compensation), in amounts adequate to protect the interests of the other party.

10.9 Loans from OPP to the School.

Any loan or advance made by OPP to the School shall not be subject to the foregoing provisions of this Article 10, and shall instead be subject to the terms of such loan or advance.

11. DURATION AND RATIFICATION; TERMINATION

11.1 Duration and Ratification.

The term of this contract shall be from the date of its signing until June 30, 2019. This contract will be automatically renewed for an additional term of five years unless either side gives written notice of its intent not to renew at least six months in advance of its termination date.

11.2 Termination by the School.

The School may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 11.2, the term "for cause" shall mean:

(i) OPP becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;

(ii) OPP has been found by an arbitrator to have been grossly negligent in the use of funds to which the School is entitled;

(iii) a Regulatory Authority has revoked any license which may be required for OPP to carry on its business and perform its obligations and functions under this Agreement;

(iv) subject to Section 6.6, OPP violates any provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School;

(v) OPP materially breaches any of the material terms and conditions of this Agreement;

(vi) the Authorizer revokes its Charter Contract with the School;

(vii) the State revokes the Charter Contract between the Authorizer and the School pursuant to State statute; or

(viii) subject to Section 6.6, the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School's Charter Contract with the Authorizer materially violates the School's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which the School was a party on the Effective Date.

(b) OPP Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 11.2(a), the School shall give OPP written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, OPP shall have until the end of the fiscal year or sixty days, whichever is longer, to remedy the breach (the "Cure Period"). If the breach is not corrected within the Cure Period, the School may immediately terminate the Agreement.

(c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 11.2, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the Path Academy School Model, the School's termination right under Section 11.2(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 6.6. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of OPP, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of OPP and the School, the School's right to terminate, and OPP's right to cure, will be restored as set forth in Section 11.2(a) and Section 11.2(b).

11.3 Termination by OPP.

OPP may terminate this Agreement in accordance with the following provisions:

(a) Termination For Cause. Subject to the provisions of subparagraph (b) below, OPP may terminate this Agreement for cause at any time during the Term. For purposes of this Section, the term "for cause" shall mean that:

(i) the School materially breaches any of the material terms and conditions of this Agreement;

(ii) the School fails to comply with a material provision of its Bylaws;

(iii) subject to Section 6.6, the School violates any material provision of law with respect to the School from which the School was not specifically

exempted and which results in material adverse consequences to OPP or to the School;

(iv) the School takes any action which materially interferes with the ability of OPP to perform under this Agreement;

(v) the School refuses or willfully fails to follow any material direction of OPP related to implementation of the Path Academy School Model;

(vi) the Authorizer revokes its Charter Contract with the School;

(vii) the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School's Charter Contract with the Authorizer materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which OPP was a party on the Effective Date.

(b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 11.3(a), OPP shall give the School a Termination Notice specifying the Section of this Agreement upon which OPP is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, OPP may immediately terminate the Agreement.

(c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of Section 11.3, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the Path Academy School Model, OPP's termination right under Section 11.3(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 6.6. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of OPP, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of OPP and the School, the OPP's right to terminate, and the School's right to cure, will be restored as set forth in Section 11.2(a) and Section 11.2(b).

11.4 Termination Upon Agreement of the Parties.

This Agreement may be terminated upon written agreement of the Parties.

11.5 Avoidance of Disruptions to Students.

Notwithstanding the foregoing provisions of Article 11, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

11.6 Payments.

Upon termination of this Agreement for any reason, the School shall pay OPP any previously unpaid portion of the Service Fees for services performed by OPP until the time of termination.

In addition to the above, it is anticipated that OPP may advance money, secure, underwrite or guaranty loans, leases or similar instruments for the benefit of the School. Upon termination of this Agreement for any reason, any such monies loaned or advanced to the School by OPP shall become immediately due and payable to OPP unless OPP agrees in writing otherwise. OPP shall be entitled to recover its costs, including attorneys fees, incurred in enforcing this provision.

11.7 Assistance Following Termination by OPP.

In the event of termination of this Agreement by OPP, OPP shall provide reasonable assistance to the School for the shorter of the remainder of the current School year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another plan for management of the School, whether by the School itself or with another charter management organization. During the Termination Assistance Period, OPP will be entitled to receive and the School shall continue to pay OPP's Service Fees and shall reimburse OPP for all expenses incurred by OPP in providing such transition assistance.

11.8 Records upon Termination.

Upon termination or expiration of this Agreement for any reason, OPP shall give to the School all student, fiscal and other School records.

12. GOVERNING LAW, DISPUTE RESOLUTION, JURY WAIVER, AND VENUE

12.1 Governing Law.

This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of Connecticut, without giving effect to the principles of conflict of laws thereof; provided, however, that the *Federal Arbitration Act*, to the extent applicable and inconsistent, will supersede the laws of Connecticut and shall govern.

12.2 Alternative Dispute Resolution.

(a) Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or Claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a "Dispute"), except for a Claim by OPP relating to its intellectual property rights (including under Article 9), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty calendar days from delivery of the notice of intent to negotiate, either Party may give written notice to the other of a demand for arbitration, whereupon the Dispute shall be resolved in accordance with the following alternative dispute resolution procedure.

(b) All claims and controversies arising out of this Agreement shall be settled and decided in binding arbitration before the American Arbitration Association ("AAA") in accordance with the Commercial Arbitration Rules of AAA except as otherwise modified as follows. In the event either party elects to arbitrate any claim or controversy hereunder, such party shall provide written notice of such election ("Notice") to the other party and the Regional Director of the AAA having jurisdiction in Hartford, Connecticut (the "Regional Director"). Within ten (10) days of such other party's receipt of such Notice, both parties shall each select one (1) individual to serve as arbitrators on the panel for the hearing, and shall notify the other party in writing of such selection. Such notice shall identify the arbitrator selected and include a copy of his or her resume. Within twenty (20) days following the other party's receipt of the Notice, these arbitrators shall mutually agree upon and select a third and neutral arbitrator for such panel, and provide written notice of such selection to the parties and the Regional Director, which notice shall identify such arbitrator and include a copy of his or her resume. In the event that the party-selected arbitrators fail to select the third and neutral arbitrator within the above requisite time period for such selection, the AAA shall appoint such arbitrator. The neutral arbitrator shall be the chairperson of the panel. All arbitration proceedings shall be held in Hartford, Connecticut. While the arbitration panel shall select the remedy for all breaches of either party's obligations under this Agreement, such panel shall not modify the remedies specifically set forth in this Agreement. Except as set forth in Section 11.6 (payments upon termination), each party shall bear its own costs and attorneys' fees. The determination of the arbitration panel shall be final and binding upon the parties. The determination shall be in the form of a written award, with written findings of fact, and may be specifically enforced by any court of appropriate jurisdiction. All legal issues arising in connection with any such arbitration proceedings shall be governed by the laws of the State of Connecticut.

12.3 Waiver of Jury Trial.

The Parties knowingly and willingly waive the right to a jury trial with respect to any Dispute, whether or not subject to the foregoing arbitration provision, and including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason.

12.4 Venue When Judicial Resort is Authorized.

Any action to confirm or vacate an arbitral award rendered pursuant to Section 12.2 shall be brought in the courts of Connecticut located in Hartford or the courts of the United States serving Connecticut. Nothing herein shall limit the right of either Party, following the confirmation of an arbitral award, to seek to enforce such award in any appropriate state or federal court. Nothing herein shall limit the right of either Party to seek redress with respect to any Dispute not subject to the foregoing arbitration provision (including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason) in any state or federal court.

13. NOTICE

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

OPP:

Bob Rath
CEO
Our Piece of the Pie
20-28 Sargeant Street #1
Hartford, CT 06105

cc: Jeffrey C. Pingpank, Esq.
Cooney, Scully and Dowling
10 Columbus Boulevard
Hartford, CT 06106

The School:

Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

14. INTERPRETATION AND CONSTRUCTION; AMENDMENT

14.1 Recitals and Exhibits.

The recitals and exhibits to this Agreement are hereby incorporated herein as an integral part of this Agreement. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibit, the terms and provisions of this Agreement shall control.

14.2 Defined Terms and Use of Terms.

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement.

14.3 Section Headings.

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

14.4 Counterparts.

This Agreement may be executed in Counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

14.5 Entire Agreement.

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, including the Term Sheet that forms a part of the Charter Contract, are superseded by this Agreement.

14.6 Modifications and Amendments; No Parol Evidence.

This Agreement may be altered, changed, added to, deleted from or modified only by agreement in writing approved by the Board of Directors and by OPP's Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment to or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

14.7 Severability.

In case anyone or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

14.8 Negotiated Agreement.

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by both of the Parties, notwithstanding any presumptions at law to the contrary.

15. MISCELLANEOUS

15.1 Breach and Waiver.

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

15.2 No Third Party Beneficiary Rights.

With the exception of the Authorizer, no third party, whether a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School or OPP in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

15.3 Inspection and Access to Records.

Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

15.4 Assignment.

This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntarily or involuntarily without the prior written consent of the other Party; provided, however, that OPP may assign its rights and obligations under this Agreement to a State not-for-profit organization

that is (1) related to OPP by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the State. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

15.5 No Partnership.

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

15.6 Further Assurances.

The Parties agree to execute and deliver, or cause to be executed and delivered from time to time such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

16. SURVIVAL

The provisions of Articles 3, 9, 10, 12, 13, 14 and this Article and Article 16, Sections 4.3, 11.6, 11.7, 11.8, 15.1, 15.2, 15.3, 15.4, 15.5, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provision that is stated to extend for a specified period of time shall survive only for such specified period of time.

- SIGNATURES ARE ON THE FOLLOWING PAGE -

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES

OUR PIECE OF THE PIE, INC.

By: _____

Title: _____ _

Date: _____ _

PATH ACADEMY, INC.

By: _____

Title: _____ _

Date: _____ _

APPENDIX CC

Our Piece of the Pie Materials

Path Academy plans to contract with Our Piece of the Pie®, Inc. (OPP®) as the charter management organization. OPP has a history of success with at-risk youth – in particular, with over-age, under-credited (OU) youth in high school settings. By using its signature Pathways to Success program, which is the foundation of the Path Academy school model, OPP has helped at-risk urban youth achieve their goals in multiple settings across Connecticut. OPP has a deep commitment to students who are always left behind. This passion and successful programming expertise for OU students positions OPP to support a strong school model for this population. OPP has already built the organizational capacity to allow for this support. Materials on OPP include:

2012 Annual Report at: http://www.opp.org/About/docs/annualreports/Annual%20Report%202012.pdf
Overview of Pathways Approach
Issue Brief: "Helping Over-Age, Under-Credited Youth Succeed"

Our Piece of the Pie®

Helping urban youth become successful adults

Who We Are - Overview

Our Piece of the Pie®, Inc. (OPP®) is a 501(c)(3) nonprofit organization.

OPP's mission: **to help urban youth become successful adults.**

Year founded: **1975; changed name Our Piece of the Pie (OPP) in 2005**

Staff Leadership: **Bob Rath, President/CEO; Hector Rivera, COO**

Board Leadership: **John Little, President**

People OPP helps: **Youth, ages 14 –24, who face multiple barriers to success and independence**

Service goals: **Our dedicated youth development staff engages young people in comprehensive, personalized programs and services that help them achieve the following goals:**

- **Completing high school**
- **Achieving a college degree or vocational certification**
- **Obtaining rewarding employment.**

Participation: served **1,100 youth in 2012** in full-service programs

What makes OPP unique:

- **effective combination of educational, training/employment and support services**
- **tailored to the specific needs of the individual**
- **each participant paired with trained, caring staff member who serves as mentor and coach**
- **each participant creates his/her own plan for the future based on his/her dreams and aspirations**
- **youth can stay in program until they are 24 years old, receiving support through post-secondary study and into first year of employment**
- **focus on outcomes**

Major Honors and Distinctions

- **Starbucks™ Shared Planet™ Youth Action Award (2012)**
- **Hartford Public Schools State of Schools Award to Bob Rath (2010)**
- **PEPNet Accreditation, National Youth Employment Coalition (2009)**
- **Bank of America's Neighborhood Builders Award (2007)**

For more information: **Please visit www.OPP.org**

Our Piece of the Pie.

Helping urban youth become successful adults

Our Relationship-centered Approach

Pathways to Success, OPP's unique approach to serving youth ages 14-24, is a relationship-centered model for reengaging at-risk youth and leading them toward the goal of long-term economic independence. A typical OPP youth will spend upwards of 160 hours in youth development services, over 200 hours in workforce development activities, and 34 hours in academic support services (in addition to school time), in a relationship that lasts an average of 4.5 years.

YOUTH

The youth who come to OPP have varied backgrounds, but all face some barriers to success -- whether they have dropped out of high school, are one or two grades behind, are on track to graduate, but could benefit from the engagement and developmental activities that OPP offers, or have a high school diploma and are enrolled in college and/or employed but encounter obstacles to degree completion and/or career retention and progression.

OPP Youth Development Specialist

Each youth is matched with a caring and consistent adult (Youth Development Specialist or YDS) who serves as a mentor or life coach by engaging participants on a regular, one-on-one basis.

Individualized Service Plan

With the guidance of his or her YDS, each youth maps out a realistic, individualized plan for the future based on his/her dreams and aspirations. The plan serves as a written guide that the youth and YDS refer to and adjust on an ongoing basis.

Based on the youth's goals, the YDS connects him or her to a unique mix of programming and services (at OPP and beyond) that provide tools to navigate and overcome barriers and realize his/her potential:

Youth Development and Support Services

Academic Services

Training and Employment Services

and continues to motivate, mentor and guide him or her along the way to long-term success

High School Graduation

College Degree

Vocational Certification

Rewarding Employment

Our Piece of the Pie®

Helping urban youth become successful adults

Our Programs and Service Areas

OPP's mission is to **help urban youth become successful adults**. With the belief that success in adulthood includes being able to meaningfully contribute to society, OPP provides a framework to guide youth, with the **specific goals** of **high school graduation**, achieving **a college degree or vocational certification** and obtaining **rewarding post-education employment**. Today, OPP's model is successfully engaging hundreds of students in community, high school and community college-based settings.

OPP provides…

Youth Development and Support Services

Ongoing Relationship with Caring Adult (Youth Development Specialist or YDS); Goal Setting; Creation of an Individualized Service Plan; Emergency Services; Personal Development; Barrier Reduction and Connection to Support Services

Academic Services

After-school Tutoring; Homework Help; Standardized Test Prep; H.S. Course Selection; PSAT/SAT Prep; College Research; College Application and Essay Assistance; Financial Planning Workshops; Financial Aid Application Assistance; Campus Tours; Continued YDS Support Post-college Enrollment; Ongoing Emergency Support and Connection to Support Services throughout College

Workforce Development Services and Vocational Training

Pre-employment "Work and Learn" Opportunities (Junior Art Makers Fine Arts and Fashion, River Wrights Boat Builders, Media United in Sound and Entertainment/M.U.S.E, Embroidery); Career Competencies Development Training; Career Counseling; Internships; Resume Writing; Job Placement; Employment Retention Services; Vocational Training that includes Certification in Office Procedures and Technology, and Customer and Retail Services

In the following settings…

OPP in the Community (programs for at-risk or disadvantaged urban youth, ages 14-24)

Hartford, Connecticut
Eastern Connecticut with an office based in Norwich, CT

OPP in a High School setting (high school model tailored to the specific needs of over-aged, under-credited youth)

Opportunity High School, Hartford, CT
Learning Academy at Bloomfield, Bloomfield, CT

OPP at Community Colleges (programs that serve the needs of college students who face barriers to degree completion and job attainment/retention)

Capital Community College, Hartford, CT
Asnuntuck Community College, Enfield, CT

Our Piece of the Pie®

Helping urban youth become successful adults

Our Results

As an organization, Our Piece of the Pie®, Inc. (OPP®) is committed to a culture of data-driven decision making. We have made a significant investment in measuring and tracking the outcomes of our participants, as well as the internal and external evaluation of our programs.

In Connecticut, only 79% of students graduate in four years. In the state's urban areas, that number is significantly lower. The impact of dropping out of high school is staggering – for both the individual and the community. It is estimated that each high school dropout costs the state more than $500,000 over his/her working lifetime in lost wages and increased support services. In addition, OPP is troubled by the low student retention and graduation rates at community colleges, recognizing that community colleges are often the gateway to postsecondary education for many minority, low income and first generation post-secondary education students.

OPP is working to change those dynamics, helping youth who face significant barriers to economic independence and success address and overcome those challenges and realize their aspirations.

Between July 2007 and June 2012, OPP served nearly 3,000 youth achieving the following results:

- **At OPP, 82% of youth are graduating high school** compared to Hartford, CT, where 62% of students graduate high school.
- On average**, 77% of OPP youth** who graduate high school **enroll in an Associate's, Bachelor's or vocational program.**
- **61% of OPP youth** who are enrolled in post-secondary education programs **are obtaining an Associate's, Bachelor's or vocational certification.**
- **80% of OPP youth** who are employed **retain employment for 12 months or more.**
- In 2012, a study showed that **supplemental support and guidance provided by OPP to community college participants led to 87% of students returning to their second year** (compared to overall first-to-second year retention rate at same school of 52% for full-time students and 49% for part-time students)

These are encouraging statistics, but the stories behind them are even more powerful. Each day, OPP works with remarkable young people who struggle to conquer a range of obstacles on the path to reaching their goals. Their inspiring stories illustrate a belief that is central to OPP's approach -- that with access and opportunity, all youth can succeed.

Helping Over-Age, Under-Credited Youth Succeed:

Making the Case for Innovative Education Strategies

July 2012

Bob Rath
Kathryn Rock
Ashley Laferriere

Our Piece of the Pie®

This report was published in July 2012 by Our Piece of the Pie®, Inc. (OPP®).

Our Piece of the Pie®, Inc.
20-28 Sargeant Street
Hartford, CT 06105

www.opp.org

Table of Contents

Executive Summary **3**

The Issue **6**

Over-Age, Under-Credited Youth 7

Economic and Social Impact of High School Dropouts 8

How the Education System Fails Struggling Youth 9

Early Warning Indicators 9

School Policies 10

Inadequate College Preparation 11

Alternative and Adult Education as Dumping Grounds 13

The Solution **16**

Creating and Supporting Innovation Space 16

Contract and Charter Schools 19

Parent Engagement 20

Competency-Based Learning 20

Blended Learning and Extended Learning Time 22

Additional Policy Supports 24

Adequate Funding 24

Compulsory Attendance Age 25

Post-Secondary Readiness 26

Early Warning Data System 27

State and Federal Reform Efforts 29

Federal Reform Efforts 29

Connecticut State Reform Efforts 30

The Conclusion **33**

Endnotes **34**

Executive Summary

Nearly 1.3 million students drop out of high school each year in the United States. This group of American youth is frequently discussed, followed, and studied, as our national education community tries to understand which students decide to drop out, and what can be done to encourage them to complete their degrees. Most commonly, students who are likely to drop out are referred to as "at-risk" or described as coming from low-income and urban communities. However, these descriptors overshadow an important distinction that marks many of these students. The phrase "over-age, under-credited" describes the *academic* background of a population of youth at the heart of our nation's dropout crisis. The following report highlights the issues facing over-age, under-credited (OU) youth, as well as the policy measures that can improve outcomes for these young people.

The Issue

- Over-age, under-credited (OU) youth do not have the appropriate number of credits for their age and intended grade. Typically, these students have struggled and disengaged in school, many going on to become one of the estimated 6.7 million 16-24 year old high school dropouts in the United States. In Connecticut, it is estimated that 30,000 to 40,000 young people can be classified as over-age, under-credited youth.

- Students who fail to complete high school have a negative impact on the economy; each one costs their community about $300,000 on the national average. This figure increases dramatically in many states. For instance, each high school dropout costs Connecticut more than $500,000 over his working lifetime. These dropouts place a burden on society and the individual taxpayer, from higher rates of incarceration to increased health costs.

- The education system fails OU youth in many ways. The following issues must be addressed to improve outcomes for OU youth:

    - Students who fall behind and drop out of school display many early warning indicators such as absenteeism, poor behavior, and class failure. Statewide early warning data systems can be used to identify struggling students and rapidly intervene, but most states do not use these tools.

    - School attendance is a major indicator of student success. Schools should work to both prevent absenteeism and address the problem of truancy once it starts. Flexible options should be available for students with circumstances that make attending school on a traditional schedule difficult.

- Many students who do complete high school find themselves ill-prepared for the challenges of college. These students are forced into remedial education courses that are costly and often come without college credit, making them more likely to drop out of college. High schools must better prepare students for college.

- Alternative and adult education programs should not be used as dumping grounds where schools can escape accountability for struggling students. Instead, alternative programs should utilize innovative education strategies to reengage students and help them get back on track.

The Solution

- Educational structures, both state and nationwide, must support innovative, recuperative education strategies to assist OU youth. Students who have not succeeded in traditional school settings must be given the opportunity to achieve success in other ways. Innovative alternative education strategies that work include:

  - *Contract and Charter Schools -* These schools offer some of the best environments to foster innovation, due to flexible settings where education can be specifically geared towards the needs of particular students. Both types of schools have shown impressive results in engaging "at-risk" students across the nation.

  - *Parent Engagement -* Increasing parent involvement has been shown to be instrumental in student success. This technique is often employed in charter schools, meeting with great results.

  - *Competency-Based Learning -* This strategy allows students to progress upon mastery of a particular subject area, rather than when they complete a classroom time requirement. This method keeps students engaged by working on course material that is appropriately challenging and ensures that students fully grasp a concept before moving forward.

  - *Blended and Extended Learning -* Blended learning integrates technology and traditional classroom instruction to create a more personalized learning experience. In particular, technology-based educational programs can be a useful recuperative tool for OU youth in alternative settings. This technique is often paired with extended learning, since technology can be used away from school and at any time of the day. Extended learning provides students with additional instruction time and can be especially beneficial for low-income youth.

- States must also offer additional supports to help these initiatives succeed:

- *Adequate Funding* – While alternative programs and public schools of choice are typically the best place for struggling students to land, they are also most often grossly under-funded. These programs, which offer the innovative techniques and additional supports that OU youth need, must be equitably funded in order to provide the appropriate resources. Further, OU youth have additional needs which require more funding, much like special education or ELL students. A recuperative weight should be provided, to ensure that they receive the appropriate supports.

- *Compulsory Attendance Age* – Many struggling students simply see a GED as an easier option that a high school diploma, and drop out. However, many students end up dropping out of GED programs as well, relegating them to the myriad of issues that face a high school dropout. States must give students a reason to, instead, transfer to an alternative program. One approach to achieve this is to ensure that students must remain enrolled in school until the age of 18.

- *Post-Secondary Readiness* – Getting students through high school is only half of the battle; we must also prepare them for success in college and career. Schools must offer the appropriate focused preparation for post-secondary success, such as workforce development courses, which come with their own benefits for students, even while they are in high school.

- *Early Warning Data System* – Student-level data systems allow states to track each student's individual progress, catching them and offering appropriate supports before they fall behind. This strategy will be crucial, long-term, to eliminating the future population of OU youth.

- Calls for education reform have intensified at both the state and national level.

  - Federal reform efforts include the Investing in Innovation Fund and the National Education Technology Plan. In addition, progress has been made to stress the importance of innovation and the needs of OU youth in the reauthorization of the Elementary and Secondary Education Act.

  - In Connecticut, the legislature passed a comprehensive K-12 education reform bill, after Governor Malloy declared it "the year of education reform." Key elements of this bill include the implementation of a new teacher evaluation system, increased support for public schools of choice, funding for additional pre-school slots, and a series of state supports and interventions for the state's lowest performing schools and districts.

The Issue

The phrase, "over-age, under-credited" is a rare description in education that is often hidden in the shadow of better known terms to describe troubled youth like, "at-risk." The term over-age, under-credited however, makes an important distinction that describes a population of youth at the heart of our nation's dropout crisis. These students do not have the appropriate number of credits for their age and intended grade. For example, an over-age, under-credited (OU) youth may be enrolled in 11th grade for the second time, or be 17 years old and still registered as a high school sophomore. Often, these students have spent years struggling to succeed within a traditional high school setting, as they fall behind in credits and make little academic gains. Not surprisingly, these young people comprise a significant portion of the students who drop out of high school each year. In addition, high school dropouts themselves are, by definition, over-age and under-credited, having failed to earn the correct number of credits for their age and intended grade.

If we are to address the plight of the estimated 6.7 million American youth aged 16 to 24 that have left high school without a diploma, and are no longer enrolled in school, we must acknowledge the issues that over-age, under-credited youth face. These students require innovative techniques, supportive school policies, and quality alternative education programs to get back on track to graduate. In doing so, they will not only have a better life, but they will provide an economic boon to their communities, states, and nation.[1]

Over-Age, Under-Credited Youth

The approximately 6.7 million young people in the United Sates who have left high school without a diploma and are no longer enrolled in school are predominantly male and minority. They represent approximately 9% of all youth in the United States. If youth that have completed some education, but are not currently enrolled in school or working are also considered, this number rises to 17% of 16-24 year olds. These disconnected young people can be divided into two groups: chronic youth (3.4 million) and under-attached youth (3.3 million). Chronic youth have not enrolled in school or secured a job after the age of 16, while under-attached youth may have completed high school or some education and work experience, but have not entered college or secured steady employment. Many of these chronic and under-attached students have been exposed to difficult life circumstances, been unsuccessful in finding work, hold a care-giver role in their family, or are involved in the criminal justice system.[2] Others have mental or physical health conditions that have been major obstacles to their success. Due to these circumstances, many of these students likely spent years struggling in school before dropping out or failing to pursue post-secondary education.

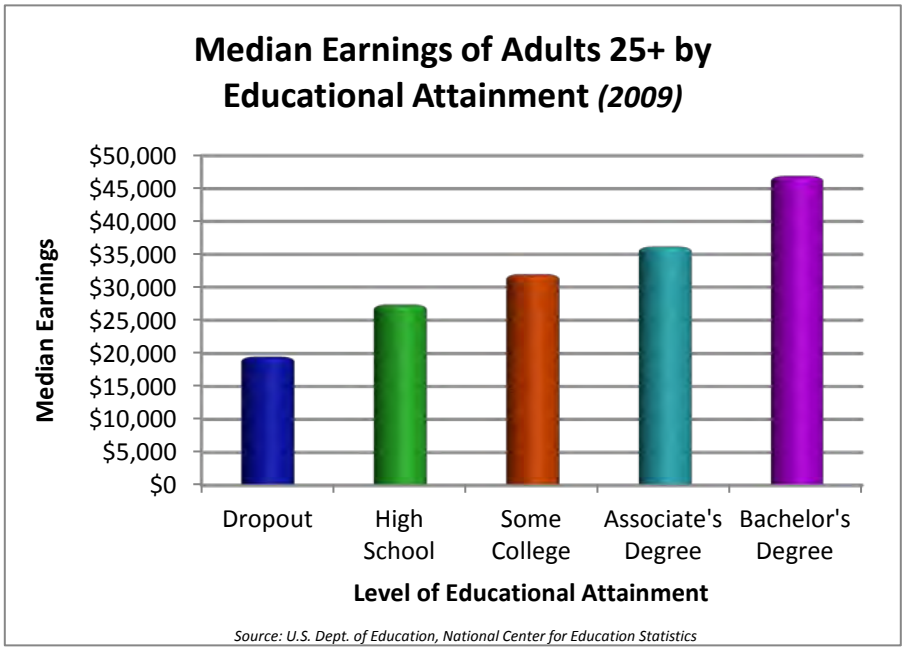
A significant portion of the off-track students and dropouts described above can be classified as OU youth. In New York City for example, a 2005 analysis found that 93% of all City dropouts

had been at least two years off track in school, relative to their age and expected credits, prior to dropping out. It also found that, citywide, only 19% of OU youth ultimately completed high school. [3] In Connecticut, it is estimated that between 30,000 and 40,000 young people fall into this particular category of over-age, under-credited youth.[4] The prevalence of this high-risk student population makes it clear that OU youth need additional attention, yet many of these students are consistently overlooked and underserved. When this happens, they often drop out of school, some joining Adult Education programs to earn a GED, and others disengaging from education entirely. This not only hurts these individuals, but negatively impacts their communities as well.

Economic and Social Impact of High School Dropouts

The economic impact of students who fail to complete high school and secure stable employment is staggering. Students who do not graduate experience many negative consequences, such as higher rates of incarceration and lower lifetime income, health, civic engagement, and homeownership rates.[5] In addition, the unemployment rate of high school dropouts is almost three times the rate of students with some postsecondary education. Of the high school dropouts who do find employment, they are paid nearly $8,000 less each year than a high school graduate and over $27,000 less each year than a college graduate.[6]

7,8

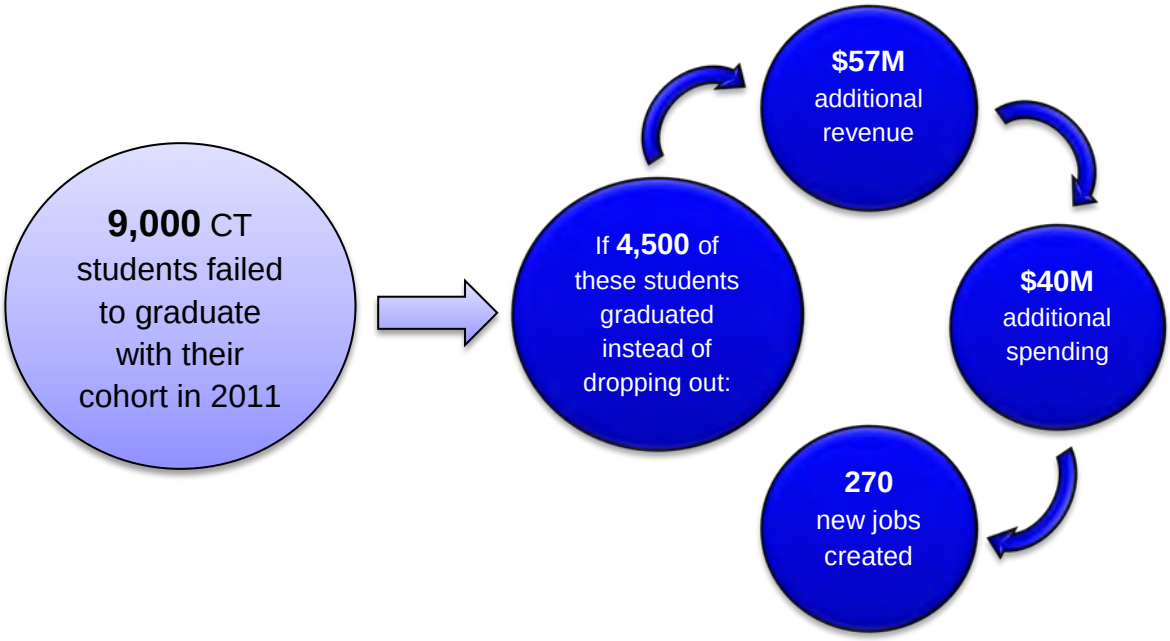


These off-track young people place a significant burden on society and taxpayers. They have high economic and social price tags, since they are less likely to be employed and more likely to rely on government support systems. The economic burden this population places on taxpayers is calculated by considering costs such as, lost tax revenue, healthcare costs paid for by taxpayers, criminal justice expenses, and welfare and social services costs. The social burden considers lost

gross earnings, health expenses, and crime costs. It is estimated that, between the ages of 16 and 24, each unemployed, out-of-school youth imposes an economic burden of $13,900 per year and a social burden of $37,450 per year. Over the course of his or her lifetime, a 16-year old unemployed, out-of-school youth will impose an economic burden of $258,240 and a social burden of $755,900. When considering the full impact of the 6.7 million youth who do not have a high school diploma and are not enrolled in school, the total economic burden is calculated at $1.56 trillion, while the total social burden is $4.75 trillion.[9] These remarkably high numbers reveal the significant economic impact of this population.

This nationwide impact leads one to consider what would happen in Connecticut if we found solutions to help OU youth succeed, rather than allowing them to drop out of high school. The following scenario illustrates the substantial impact that high school dropouts have on the state:

It is estimated that 9,000 Connecticut students failed to graduate with their cohort in 2011.[10] While it is difficult to tell how many of these students were dropouts, OU youth (that is, one or more grades behind their initial cohort), or transfers to adult education programs, we may conservatively estimate that half of them are or will become dropouts. If these 4,500 dropouts instead graduated, they would generate over $57 million in additional revenue each year. These earnings would lead to increased spending of over $40 million, resulting in an estimated 270 new jobs.[11] While even these figures do not seem modest, they only apply to one half of one potential class of high school dropouts; the impacts on the Connecticut economy would be astounding, were each and every student to graduate from high school.



In addition to costing the state these significant economic benefits, each class of dropouts costs Connecticut approximately $155.4 million in additional lifetime healthcare costs.[12] On average, high school dropouts also cost Connecticut approximately $1,721 per year in institutionalization and related expenditures. This is 3 times higher than costs related to high school graduates, and 47 times higher than costs related to college graduates.[13]

Considering these negative economic and social consequences of dropping out, why do we continue to let so many young people slip through the cracks? How do so many students become over-age, and under-credited, and why are we not doing all that we can to help these students get back on track? The following section takes a look at how our current education system contributes to the OU student epidemic.

How the Education System Fails Struggling Youth

Dropping out of school is not a sudden act. Students experiencing difficulty in school display signs of their struggle long before they drop out; many fall behind, becoming over-age and under-credited. Most future dropouts engage in conduct strongly associated with leaving school, such as absenteeism, poor behavior, or class failures, far in advance of dropping out. These signs are part of a slow process of disengagement from school, which often begins as early as school enrollment and culminates with students leaving high school.[14] Once students fall behind or drop out, the measures in place to help them get back on track are often inadequate. Frequently, they are pushed out to adult or alternative education programs. However, these programs most often lack the resources and expertise necessary to assist these high-need students. Even, if students do manage to overcome the obstacles to high school graduation, many find themselves unprepared to face the academic rigor of college coursework. In this way, the education system fails struggling students (like OU youth) at every level, from missing key high-risk warning signs, to using alternative and adult education programs as a dumping ground, and providing inadequate preparation for post-secondary education.

Early Warning Indicators

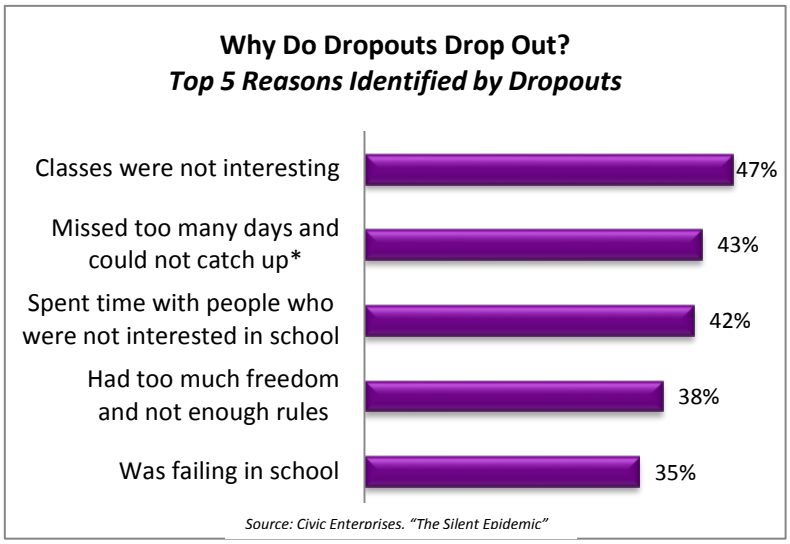
The dropout warning signs are clear. Students who fall within the lowest 25% of achievement are twenty times more likely to drop out of high school than students in the highest achieving 25%.[15] Some states can identify potential dropouts even earlier than this. One Massachusetts study was able to identify future dropouts as early as fourth grade. In Philadelphia, 6th grade students that failed either a math or English course, and had attendance rates under 80%, were shown to have a 75% chance of dropping out of high school. [16] These correlations may seem obvious – struggling students are logically more likely to drop out. So, why is it that students displaying these warning signs still do not receive the help they so desperately require?

One issue that many communities face is the lack of a cohesive system that can catch these warning signs in time. While many young people are involved with multiple state agencies for a myriad of issues, there is typically no single space in which to log all of their difficulties, along with all of the services that they are provided. Without this central hub, there is certainly no opportunity for all of the risk factors and warning signs to be assessed in terms of each youth's education needs. Worse than this, any education information that is logged about a student is often lost once he moves to adult or alternative education. In Connecticut, adult and alternative education programs are treated as separate entities from the traditional school system. This means that, once a student leaves a traditional district school, they simply disappear from district rosters with no further evidence of their progress.[17]

While some states have started to implement student-level data systems, they typically only follow students from grade 8 through grade 12, logging basic academic achievement data.[18] This type of limited data availability is just a shadow of the data system required to effectively identify at-risk students, and intervene when students are in need. States, including Connecticut, must create longitudinal data systems, allowing all stakeholders access to critical information. Teachers, administrators, parents, social service agencies, and community service groups should all be able to see a holistic picture of each student, starting from enrollment in the school system.[19] This type of data system would allow the state to catch youth before they fall behind, eventually eliminating "over-age, under-credited" as a descriptor for any student in the public education system.

School Policies

Since absenteeism is highly correlated with dropping out, a good predictor of student success is school attendance. For example, 90% of high school freshmen in Chicago who missed less than one week of school each semester went on to graduate.[20] Nationally, when dropouts themselves were surveyed, 59% to 65% of respondents reported often missing class the year prior to dropping out.[21]* These students described a process of disengagement that grew with each absence, making it difficult to return to school. In fact, the second most cited reason students indicated for dropping out was missing school days and experiencing difficulty catching up with work.[22]



The problem of absenteeism often begins as early as kindergarten and can continue to affect student performance throughout middle school and high school. In Baltimore, for example, one out of every six elementary school students was found to be chronically absent (missing 10% or more of an entire school year). In middle school, these students exhibited poor reading and math test scores. In addition, students who were excessively absent in 6th grade were shown to have a less than 13% chance of graduating in 4 years from high school.[23]

These statistics show that student absenteeism is an issue that requires more attention. Unfortunately, in many cities, weak and indifferent school and city attendance policies contribute to chronic student absence. School discipline policies also contribute to absenteeism in that they often remove students from school without providing the support they need to stay on track.[24] Ironically, some of these policies remove students from school due to attendance issues. In Connecticut, nearly 60% of all out-of-school suspensions can be attributed to school policy violations which include attendance and disrespect. In the 2007 to 2008 academic year, over 250,000 school days were lost due to out-of-school suspensions. While Connecticut passed a law in 2007 encouraging more effective practices than out-of-school suspensions, more needs to be done to address this problem.[25] This includes both finding alternatives to out-of-school suspensions for certain school policy violations, as well as providing adequate support to students who must remain out of school.

Attendance policies can be especially damaging for adult education students. Many of these students wrestled with attendance issues while enrolled in a traditional school setting. They often face difficult life circumstances that inhibit their attendance. Yet, programs like the Adult Education Credit Diploma Program adhere to strict attendance polices that are often more stringent than high school requirements. Many students enroll in these programs unaware that just 3 to 5 absences are permitted per semester. This causes many students to “absentee out” before completing the program.[26]

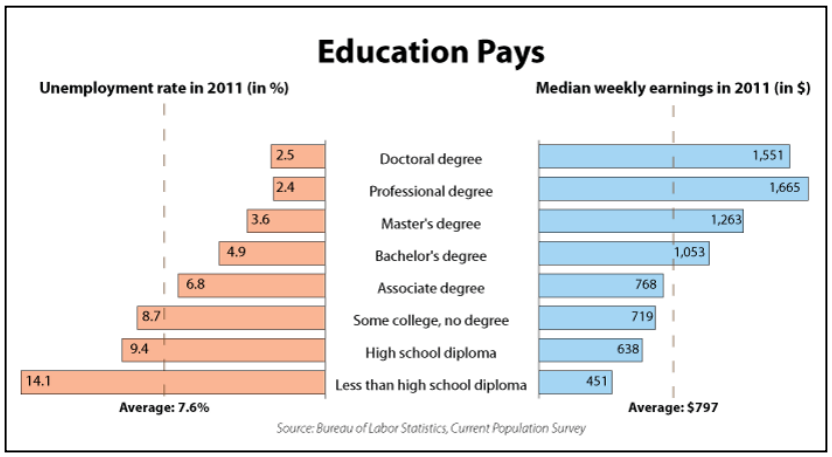
The lack of good alternative education options in Connecticut further exacerbates the attendance issue. Students who struggle in a traditional school setting, particularly with attendance issues caused by personal obligations, should be offered a more flexible option. Unfortunately, the lack of widely available alternative education programs often leaves students without a different education model. When alternative education programs do exist, they vary widely in terms of quality, content, and expectations – a particular issue in Connecticut, as the state does not specifically define alternative education’s operating criteria, standards, or reporting requirements.[27]

Schools must work to both prevent absenteeism and address the problem of truancy once it starts. Students who struggle with attendance issues require outreach and support to ensure that they attend classes on a regular basis. They should be offered flexible options to accommodate difficult life circumstances. Sadly, the most common responses to teenage attendance issues around the country are punitive measures, rather than supportive interventions.[28]

Inadequate College Preparation

Of the students who do graduate from high school, many find themselves inadequately prepared for the academic rigor of college. In fact, 43% of all U.S. students who begin a 4-year degree do not finish within six years. Poor high school preparation for college level coursework contributes to this low completion rate. Approximately 40% of all college freshmen must take remedial education courses, and this number is even higher for minority students.[29] Hispanic and African American students are more likely to require remediation than their white peers, with 41% of Hispanic students and 42% of African American students requiring remediation as compared to 31% of white students.[30] These high remediation rates are particularly unsettling because students enrolled in remedial courses are about 50% less likely to graduate from college than students who do not need remediation. In fact, the more remedial courses a student must take, the less likely it is that they will complete their degree.[31] In Connecticut, only 11-16% of entering community college students will ever graduate.

The fact that remedial classes utilize resources to teach students course material for a second time also reflects the high cost these classes have on students and society. Nationally, the cost of remediation classes for students enrolled in public institutions in the 2007 to 2008 academic school year was estimated at $3.6 billion. Due to the low college completion rate associated with remediation, these courses add an additional cost to the public related to the financial aid and tuition relief provided to these students. Between 2003 and 2008, approximately $1.4 billion dollars was spent by states to provide financial assistance to students who ultimately did not go on to complete their degree. The federal government spent over $1.5 billion on this same group.[32] These state and federal dollars are a wasted investment, with no return, as college dropouts fail to attract high paying jobs and produce the same economic and social benefits as college graduates. In fact, students who do not graduate from college earn an average of $17,000 less each year than those who hold a bachelor's degree. In addition, the unemployment rate of a college dropout is nearly double that of an individual with a bachelor's degree.[33] This results in lost tax revenue and lost earnings that would positively contribute to the economy.[34]



Students themselves pay a high cost for inadequate college preparation. They lose out financially because remedial credits cannot typically be counted towards a diploma, causing students to pay for costly classes that fail to bring them any closer to obtaining their college degree.[35] Students in remedial course work also suffer negative emotional consequences. A 2008 study of remedial

students found that almost all students thought they were ready for college level work and were startled to learn that they must take remedial classes. Of the negative emotions experienced by these students, 37% felt frustrated, 21% felt surprised, 18% felt embarrassed, and 12% were angry.[36]

Perhaps most alarming, however, is the fact that students across the country who do require remedial education were considered to be good students in high school. Four out of five remedial students earned a high school GPA of 3.0 or above and reported nearly always completing high school assignments. In addition, many remedial students found high school classes easy, with 50% wishing high school had been more difficult in order to adequately prepare them for the challenge of college.[37] The fact that most remedial college students were considered good students in high school is particularly concerning, especially when considering lower-performing students. If good students are struggling in college, how will fair- and poor-performing high school students navigate the post-secondary world?

Connecticut also feels the effects of inadequate college preparation. A 2010 report by Connecticut's P-20 Council estimates that 80% of Connecticut's entering community college students are required to take a developmental course in math, English, or both (as compared to 43% of entering community college students requiring remediation nationwide).[38] These high rates of remediation come with a large price tag. In the 2007 to 2008 academic year, Connecticut spent about $84 million on remedial education.[39] If the need for college remediation courses in Connecticut was reduced, it is estimated that the state would benefit from a $103 million boost to the state economy. This number reflects annual course savings if fewer students required remediation, as well as the earning difference between students who complete some college and students who graduate with a bachelor's degree.[40]

Reducing the need for college remediation courses is essential to assist both students and the state. To combat this issue, high schools should implement post-secondary readiness programs to ensure that students are learning the information they need in order to succeed once they get to college.

Alternative and Adult Education as Dumping Grounds

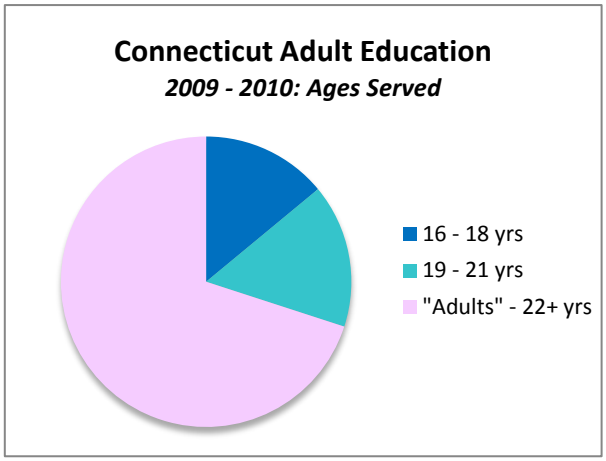
Early warning data systems, attendance outreach, and focused college preparation could all help OU youth succeed in the education system. Traditional schools could easily use these tools to support struggling students. Instead, many traditional schools choose to dump students who are not succeeding into adult and alternative education programs. In fact, some teachers and school administrators actively push students out of traditional high schools and into these programs. Pressure to report high test scores and meet No Child Left Behind's Annual Yearly Progress standards incentivizes school districts to remove struggling and disruptive students from their classrooms. Because of gaps in reporting requirements, school administrators know that removing these students will likely result in better overall academic performance for their school.

By pushing these students out, schools effectively avoid responsibility and accountability for their most vulnerable student populations.[41]

The types of Connecticut students who are pushed out of traditional public schools are typically older students with behavioral, truancy, and/or academic issues (in addition to being primarily minority males). These students are counseled to enroll in adult or alternative education programs, despite the fact that they have a legal right to receive a "regular" public school education until they reach the age of 21. This information is often kept from both students and parents who are misled to believe that they have no choice other than to withdraw from the traditional school setting and enroll in an adult or alternative education program.[42] Students are also told that alternative or adult education will improve their chances of success. Unfortunately, this is often not the case, as Connecticut's adult and alternative programs come with their own drawbacks for struggling students.

Adult education programs are not well-equipped to deal with the academic and behavioral challenges that often accompany these struggling student populations.[43] They are structured to serve the needs of adults, giving students more autonomy, and typically have fewer resources to support the many needs of recent high school dropouts.[44] In addition, adult education programs have surprisingly low completion rates, and many of the credentials issued (such as the GED) have not been shown to increase student earnings or job placement potential.[45]

Despite these facts, the number of young people served by adult education programs in Connecticut is alarmingly high. In the 2010 academic school year, the State of Connecticut spent $44,322,719 in state, local, and federal funds to provide adult education services to 30,889 individuals across 350 program sites. During this time, these programs served 5,056 students between the ages of 16 and 18. This age group accounted for 16% of all enrolled students. Another 4,492 students (over 14% of those served) were between the ages of 19 and 21. Together, students between the ages of 16 and 21 (all of whom were still eligible for a public school education) made up over 30% of all students served through adult education programs. These demographic characteristics have remained relatively constant since 2006. While adult education can serve as an important tool for older adults, the program is not appropriate for most recent high school dropouts. Not only are high school-aged students too young to be best served by a program structured for adults, but most dropouts have additional issues and needs, which adult education programs have never been equipped to handle. Young students should have access to innovative educational resources that have the proper tools to handle their unique challenges.[46]



While adult education is not the solution, alternative education programs have the potential to serve as the innovative educational choice that Connecticut's struggling youth need. Unfortunately, many of these programs seem to fall short. The quality of alternative programs seems to vary widely, and numerous programs do not use innovative educational strategies that provide a true alternative to traditional instruction. While a select few programs have been reported to help students reengage in education, many others are simply a place for students to be discarded when they do not excel in traditional schools. Of course, this is difficult to say with certainty, as Connecticut holds little information on alternative programs. In fact, it is not even known exactly how many alternative education programs exist in Connecticut, as the State Department of Education does not track this information. Unlike traditional schools, alternative programs are not required to submit a strategic school profile or provide data indicating student achievement.[47] Overall, they are not held accountable by the state for the students they serve or the programs they provide, although they are serving the students who need Connecticut's help the most.

Because the state does not track the success of alternative students or programs, it is easy for districts to underfund alternative education. As a result, alternative programs labor to address the many needs of their students without adequate resources. Many of these schools and programs lack basic tools, such as current textbooks, functional computers, and guidance counselors. When teachers in these schools are interviewed, they often describe inadequate staffing and instructional supports.[48] This is an unfortunate missed opportunity. Alternative education programs could serve as a new chance for struggling students; instead, they are often an underfunded, under-resourced dumping ground.

To make alternative education a viable option for struggling students, these programs require innovative strategies. When combined with additional supports like equitable funding and access to student-level data, Connecticut can give our struggling students the skills that they need to achieve success.

The Solution

Students who struggle in the traditional education system face a myriad of problems, but a dearth of solutions. Without the appropriate supports, these students often become over-age and under-credited, disengaging from school and frequently dropping out altogether. The problems that they face require groundbreaking recuperative educational strategies and unique learning environments to help them succeed. However, these strategies cannot succeed without the appropriate policy supports from the state. First and foremost, the state must create and support innovation space, allowing schools to implement inventive, alternative techniques to re-engage students. Issues like student-level data, equitable funding, and post-secondary readiness must also be addressed to support these initiatives and help OU and struggling youth succeed in and beyond high school.

Creating and Supporting Innovation Space

Innovative, recuperative education strategies can both assist students who are currently behind, and ensure that future students do not fall behind.[49] To foster the development and dispersion of innovative learning environments, state educational structures must be flexible, and state policies must reflect adequate funding and appropriate supports. Unfortunately, in most states, the current education system does not provide the flexibility or financing needed to support innovation. States routinely underfund alternative education environments, including contract and charter schools, despite the fact that these learning environments have been shown to foster innovation and successfully assist student populations that require additional supports. To truly reinvent education, it is important to comprehensively support innovative efforts through flexibility and funding, both state and nationwide.[50]

Oklahoma and Minnesota are two states that exemplify the policy conditions needed to support the development of innovative education models to assist students at-risk of dropping out of high school. Since 1996, Oklahoma has funded alternative education programs for students at-risk of dropping out through its Statewide Alternative Education Academy grant program. The state provides 17 research-based criteria that districts can use to guide their programs while still maintaining their own flexibility. This supportive environment has resulted in 250 programs across Oklahoma, serving approximately 10,000 students, annually.[51] Minnesota also has an expansive network of alternative education programs, with over 150 alternative learning centers and programs throughout the state. Further, Minnesota law requires school funding to follow individual students, wherever they attend school. This provision applies to alternative programs, including those operated by third parties such as community-based organizations.[52] By allowing funding to follow the student, all types of schools, including alternative programs, receive equitable funding and students can choose which school best fits their needs.

Aside from these states, select cities across the country have changed policy conditions to allow for the implementation and growth of innovative models, offering students who have not

succeeded in the traditional school setting opportunities to achieve success in other ways. In Philadelphia, the Philadelphia Youth Network is working to improve educational and economic outcomes for youth. A key component within the Network is Project U-Turn. Project U-Turn was launched in 2006, with an ambitious pledge from the Mayor to cut the city's dropout rate in half in five to seven years. The project aims to focus attention on, and address the city's dropout crisis by expanding resources and public awareness, increasing the number of high-quality education programs, and educating the highest risk youth who are often the most difficult to serve. Members of the Project U-Turn collaborative include the Philadelphia School District, city agencies, foundations, youth-serving organizations, parents, and youth.[53]

In their April 2009 report, Project U-Turn highlights the progress it has made since the initial program launch in 2006. Since then, 1,622 out-of-school youth have been referred to U-Turn's recuperative educational programs, two new high schools were created, and a new Re-engagement Center for former dropouts was established. The graduation rate in Philadelphia is also moving in the right direction, rising from 48.9% for the 2006 cohort, to 58.7% for the 2008 cohort.[54] In addition to Project U-Turn, Philadelphia offers a wide range of programs and services aimed at helping students get back on track to graduate. These programs are managed through The School District of Philadelphia's Office of Multiple Pathways to Graduation.[55]

New York City also has an Office of Multiple Pathways to Graduation (OMPG), which offers struggling students a portfolio of options to get back on track. The OMPG provides four main pathways for youth at-risk of dropping out of high school, or for those who have already dropped out: Learning to Work, Transfer High Schools, Access GED Programs, and Young Adults Borough Centers. Each program provides a unique atmosphere in which to re-engage students while providing them with important skills.[56]

In Connecticut, more must be done to create policy conditions supportive of innovative learning environments. This will allow alternative learning models to grow and advance, helping the most at-risk and struggling students. The vast majority of school districts only provide a single, traditional high school approach to accommodate all students with a wide variety of learning styles and abilities. This "one size fits all" approach stifles educator creativity and limits student engagement.

Despite Connecticut's lack of progress in this area, school models nationwide have demonstrated successful alternative education strategies.[57] Charter, magnet, and other public school choice models have, in particular, shown that they are the perfect breeding ground for the expansion of innovative educational strategies. From the type of school governance to when, where and how students learn, national models have shown what can work to get struggling and OU students back on track.

New York City – Multiple Pathways to Graduation

New York City's Office of Multiple Pathways to Graduation (OMPG) offers an excellent example of how over-age, under-credited youth can benefit from policies that support a range of innovative education strategies. In fact, many of the innovative strategies being used across the country are modeled after ideas initially established in New York.[58]

At the heart of the OMPG initiative is a focus on the over-age, under-credited population. This is because nearly all (93%) of the high school dropouts in New York City fall into the category of over-age and under-credited. Through OMPG, students are provided with a range of rigorous academic options, coursework connected with job opportunities, and comprehensive support services. OMPG recognizes that OU youth require different educational models to succeed and therefore provides multiple options. [59] The four main programs offered by OMPG are[60]:

Transfer High Schools
Transfer High Schools offer personalized learning environments targeted to meet the needs of OU youth, ages 16 and 17, who are working toward a high school diploma. These schools hold students to high academic standards but offer support to help youth reach their goals. About 9,550 students are currently enrolled in 30 schools across New York City.

Learning to Work
Workforce preparation is provided at select Transfer High Schools, Young Adult Borough Centers and GED programs. [61] Through Learning to Work, students engage in workshops to enhance their employability skills. Youth can also access college and career counseling, subsidized internships, and job placement services. A number of student support services are also available, such as counseling, tutoring, and attendance outreach.[62]

Access GED Programs
These programs offer full and part-time enrollment, and are structured around best practices to engage young adults. An age and culturally appropriate curriculum is utilized and student support systems are available. When paired with the Learning to Work program, youth can both work on their academic skills and advance their career. All GED students receive individualized attention to help them set and achieve their personal education and workplace goals.[63]

Young Adult Borough Centers (YABCs)
These Centers operate in existing schools to provide full-time, evening academics. Course work is personalized so students can obtain the credits they need to graduate. These programs are open online to students who are 17 and a half and older, and who have obtained at least 17 credits. YABCs are operated collaboratively between the Department of Education and a community-based organization. Students receive support services, career and college counseling, and job placement.[64]

As a result of these efforts, New York City has increased its graduation rates for OU youth. In 2005, OU youth graduated from high school in New York at a rate of just 19%. Since the implementation of the OMPG strategies, Transfer Schools boast a graduation rate of 52.5%. District-wide improvement has been seen as well, with the City's dropout rate decreasing from 22% in 2005 to 11.8% in 2009.[65]

Contract and Charter Schools

Some of the best incubators of innovative educational strategies are schools that are allowed to function outside of the traditional education system's constraints, such as contract and charter schools. Charter schools have gained notoriety across the country for their impressive achievement gains and a pervasive culture of student success.[66] Contract schools, though a lesser known governance structure, have also demonstrated success with innovative models. Both alternative school models allow for flexible settings where learning can be specifically geared toward high risk student populations, like OU youth. Due to this flexibility, these public schools of choice can use unique strategies to improve student performance such as, extended school days, intensive parent involvement, and whole student supports, to name a few. Most innovative

Chicago Public Schools – Contract Schools

The Chicago Public School system (CPS) is the third largest school district in the United States. Since the 1980s, Chicago's parents, citizens, and interest groups have all been aware of the troubled academic performance of Chicago Schools and the urgent need for reform.[67] To improve city schools, Chicago has seen several waves of major school reform efforts. The first occurred with the passage of the Chicago School Reform Act of 1988. This act moved the district toward a more autonomous system, wherein each school controlled many of its own operations. Decentralizing control allowed each school to create and implement its own school improvement plan. The law also led to increased involvement and support from nonprofit organizations.[68]

While initial reform efforts worked in some schools, it became clear that additional efforts were still necessary. In 1995 changes were made to the Chicago School Reform Act, which gave Chicago's Mayor, Richard Daley, greater control over the school system. At this time, Mayor Daley appointed Paul Vallas as chief executive officer of CPS. Vallas and Daley believed in the charter school movement as a way of infusing innovation into CPS. They were frustrated by Chicago's 15 charter school limit imposed by the state legislature, and searched for ways to increase the number of public choice schools in the city. Vallas drew from his business approach to school management, and his experience contracting out school maintenance and janitorial services to private companies, to create a new type of school model: contract schools.[69]

Contract schools are public schools operated by an independent group that has an established contract with a public agency.[70] These schools can vary, with some resembling traditional school models, while others serve special student populations in small academy-like settings. Contract schools are often run by nonprofit organizations and (unlike most charter schools) can have selective enrollment, choosing to serve a particular segment of a city's population.[71]

Contract schools exist to this day in Chicago, and may be operated by community organizations, universities, foundations, and teachers. They are held accountable by the Chicago Board of Education and enrollment occurs through a random lottery.[72] Since their inception, contract schools have spread across the country, with schools being established in cities like Minneapolis, Philadelphia, San Francisco, Baltimore, Miami, and Hartford, to name just a few.[73]

strategies cannot be properly implemented in traditional public schools because they do not offer the same flexibility.[74] Innovative ideas must be tested in small, flexible settings before being disseminated across the traditional public school system. Contract, charter, and other innovative school models have shown that they can work for students who struggle in the traditional setting. They may also provide the perfect setting for innovative ideas to be honed before being broadly implemented in larger school settings.

Parent Engagement

Among the innovative techniques most popularly attributed to charter schools is increased parent engagement. Parent involvement is defined as being aware and involved in a child's schoolwork, understanding the relationship between parenting and student academic success, and being committed to communicating with teachers and administrators about a student's progress.[75] A significant body of research supports the idea that parent involvement is instrumental to student academic success. Numerous studies have found a variety of beneficial outcomes from parent involvement, including better student educational performance, better classroom behavior, improved school attendance, and increased student emotional well-being. Schools also benefit from increased parental involvement because involved parents are committed to supporting the school's mission and providing additional assistance when needed.[76]

Parental involvement has been shown to be particularly helpful for middle school and high school students. Students that are considered to be high-achievers typically have parents that talk with them about school, provide encouragement, and discuss higher education. These students also often have parents who help them focus on learning and ensure that they complete homework assignments.[77] If a student is to succeed in school, it is essential for families, community members, and school staff to have a positive relationship and stay engaged in a student's education.[78]

Schools can involve parents in a variety of ways. First, parents should have an understanding of what their child is learning. They should also be provided with information about how they can continue to help their child at home, including information about how to help their children plan for college and a career. When parent involvement is paired with high-quality teachers and schools, it is a highly effective recipe for student success.[79]

Competency-Based Learning

Competency-based learning is an important alternative education strategy, especially for students who struggle in the traditional school setting. Under this system, students progress upon mastery of a particular subject area, rather than when they complete a classroom time requirement. This method employs explicit learning objectives that are measured through meaningful and useful assessment, rather than through seat time.[80]

Competency-based learning is particularly useful for OU youth, as a significant barrier to getting these students back on track is the amount of time they are required to spend in class engaged in credit recovery. Traditional "seat-time" requirements do not allow youth to acquire credits without taking entire courses, a portion of which they have often already sat through. This method can lead to school disengagement and low achievement levels.[81] To overcome this barrier, alternative education programs should include flexible credit recovery options based on demonstrated content mastery, not time spent in the classroom.[82]

In addition to its use in recuperative education practices like credit recovery, this innovative practice should be applied to all courses. Utilizing competency-based learning for all coursework

New Hampshire – Competency-Based and Expanded Learning Innovation

In 2005, New Hampshire became the first state to require high schools to award credit based on competency, rather than on time spent in the classroom. Districts were given until the 2008-2009 academic year to switch to a competency-based credit system, with the freedom to determine their own definitions of competency within each discipline. The state is now working to alter grading systems and report cards to fit the new competency-based learning model. Competency-based report cards differ from traditional grading systems, in that they separate attitude and effort from topic mastery, so grades reflect when a student has mastered a subject area. This model supports the idea that grades are not fixed, but rather, that they are always evolving. If a student has difficulty with a particular topic and does poorly on an exam, he or she will be given the opportunity to relearn the material and take the test again. In competency-based learning, the focus is placed on making sure a student masters a concept, rather than on what a student scores on a single exam.[83]

New Hampshire is also focused on emphasizing "anytime, anywhere" learning. The state's competency-based learning approach has opened the door to expanded learning opportunities. Students now have the option to engage in out-of-school education through a variety of approaches such as, online courses, community service, apprenticeships, and independent studies. These programs personalize education for New Hampshire students, allowing them to tailor their learning to fit their individual interests and needs.[84] For example, New Hampshire's Virtual Learning Academy Charter School allows students to complete coursework at any time and even offers advanced placement and dual-credit high school and college classes. New Hampshire's Experimental Learning Opportunities (ELOs) blend online coursework with internships to meet course requirements.[85] New Hampshire has moved beyond the one-size-fits-all approach to learning to explore a unique and creative system of options for how students can successfully build and apply their skills.[86]

According to a 2011 evaluation by the University of Massachusetts, most students who took part in New Hampshire's extended learning opportunities believed that they learned more in their ELO coursework than they would have by taking the same type of course in a typical classroom setting. Positive results were also seen with regard to student self-confidence, work-readiness, and awareness of the skills they will need to be successful in the future. The evaluation also found that the addition of ELOs encouraged work in expanding competency-based learning practices.[87]

will prevent students from falling behind by keeping them fully engaged in course material. Competency-based learning ensures that students will be working on class materials at the education levels that are appropriately challenging for their individual expertise. Students will not progress to more difficult topics without the skills they require, nor will they become bored, stagnating at a learning level that they have already surpassed. Competency-based learning truly personalizes the education experience for each individual and helps each student take responsibility for their own education.[88] It also ensures that students are prepared at every level of schooling, as they will not progress without proving concept mastery. This, too, helps struggling students, as many progress from level to level, without mastering coursework. This leads to a loss of skills between grade promotions, which further contributes to a student's eventual disengagement.

To promote competency-based learning, state and federal efforts should be tailored to support this innovative method. Some states with supportive policies require districts to offer competency-based options and alternative schools with credit recovery programs. Other states have established quality control measures, expanded learning options (such as online courses), and provided teacher training support for competency-based learning.[89] More states need to provide these types of supports so competency-based learning can improve the success of OU youth across the nation.

Blended Learning and Extended Learning Time

As seen in the case of New Hampshire, competency-based learning lends itself well to the incorporation of additional alternative education strategies. Approaches like "anywhere, anytime" learning and integrating technology into education, a strategy called blended learning, are natural partners to competency-based models, and offer more ways to personalize education and assist OU youth. The use of technology enables each student to control the pace of their individual lesson, as well as the path of instruction that makes sense for their specific needs. This allows students to focus on topics that are difficult for them for as long as necessary, while moving quickly through topics that they can easily grasp. This innovative educational strategy can be an especially useful recuperative tool for OU youth in alternative education settings. Blended learning helps both students and teachers to address individual academic concerns, ensuring true mastery of concepts at the individual level. Face-to-face instruction can then be provided to engage students in interactive learning experiences, and work on higher-level thinking and problem solving skills. Blended learning allows students to have access to the best features of both online and in-person instruction.[90]

Since technology can provide students with instruction at any time of day, even when they are out of school, or away from the classroom, blended learning often naturally partners well with an extended learning approach. Extended learning time has come to mean both extended day (e.g. ending at 4pm instead of 2pm) and extended year (e.g. attending school year-round with intermittent vacations, rather than a long summer break). This approach not only gives students

more time to learn, but also less "off" time to disengage from school.[91] In fact, the amount of time a student spends engaged in learning has been identified as one of the strongest predictors of their academic success. Students typically spend 6.5 hours a day, for 180 days, in the classroom; but, it has been shown that this is not enough to equip students with the knowledge they need to succeed.[92] Supporting and creating learning models that cater to extended learning time is crucial to the success of all students. However, these learning techniques can be particularly vital for struggling student populations.

One particularly important issue that extended learning addresses is that of summer learning loss – that is, the negative impact of a long summer vacation on student learning and information retention.[93] While all students experience learning loss in the summer months, low-income students' learning loss is far more dramatic. This can be attributed, in part, to the fact that affluent students typically engage in educational activities during the summer months, such as summer camps, dance and swim classes, and music lessons, while low-income students typically spend time engaged in non-educational activities, such as watching television, working, and caring for their siblings.[94] Therefore, extending learning time, particularly for low-income

Massachusetts – Extended Learning

Massachusetts leads the nation in student academic achievement. However, like many states, Massachusetts has struggled to close the achievement gap between its wealthy students and their lower-income peers. In an effort to address this gap, Massachusetts implemented extended learning strategies beginning with just 10 schools in 2005. Since then, extended learning time has expanded to reach over 10,000 students in 19 schools across the state. These students (78% of which are low income) spend an additional 300 hours learning each school year.[95]

The results of this initiative demonstrate that a well-designed, high-quality extended learning experience can improve student achievement. Since 2006, student outcomes on the Massachusetts Comprehensive Assessment System (MCAS) have steadily improved for students with access to extended learning. Participating schools have seen an 8% increase in the percent of students scoring "advanced" or "proficient" in English Language Arts, an almost 20% increase in the percent of students that scoring "advanced" or "proficient" in math, and an almost 10% increase in the percent of students that scoring "advanced" or "proficient" in science. Students in these extended learning environments also spend a great deal more time in enrichment and academic support activities, averaging an additional 7 hours of instruction each week in activities such as art, music, and physical education.[96]

An example of a particularly successful Massachusetts extended learning time school is the Matthew J. Kuss Middle School located in Fall River. Prior to implementing extended learning, Kuss was determined to be "chronically underperforming," and was in danger of being closed. Since implementing extended learning in 2006, students at Kuss have made astounding gains.[97] The percent of Kuss students scoring "advanced" or "proficient" in math on the MCAS has risen from just over 12% in 2006, to over 46% in 2010. Aptitude in English Language Arts has also increased dramatically, from 41% of students scoring "advanced" or "proficient" in 2006, to over 57% of students scoring at these levels in 2010.[98]

students, is a promising method that could be used to close the achievement gap between low-income youth and their better-off peers. For instance, a study found that students who participated in summer education programs for 3 years, and attended consistently, made gains of up to 50% of a grade level on standardized tests.[99] Extending learning time (longer year and day) in New York charter schools also increased achievement, as compared to charter schools following more traditional time models.[100]

One of the best known, high-quality, school models that increases learning time is the Knowledge Is Power Program (KIPP). At KIPP schools, students spend approximately 60% more time in school than their peers. In addition, they engage in extracurricular activities to build self-confidence and increase their skills.[101] According to KIPP's 2010 Report Card, 63% of KIPP students are outperforming national peers in reading and 47% in math by the end of kindergarten. By 8th grade, these numbers increase to 66% of students outperforming their national peers in reading and 54% in math.[102]

Both blended and extended learning time approaches are slowly proving their worth in many learning environments, some aimed at at-risk students, others not. However, both approaches seem fitting for our struggling students, considering the issues that OU youth face in their personal and academic lives. It should be noted that merely extending learning time, without ensuring the quality of learning experiences, has not been shown to improve academic performance. Since low-income students are more likely to attend low performing schools with inexperienced teachers, it is important to improve and ensure the quality of a student's education before extending learning time. [103] State and federal education reform efforts should champion these methods as a way to not only assist struggling students, but to best prepare all students for success in an internationally competitive job market.

Additional Policy Supports

The creation of innovation space will allow each of these alternative education strategies the flexibility that they need to help struggling students. However, these strategies need additional policy supports to succeed in the long-term. While innovation space will give inventive approaches ample room to grow, advancement will rely on policy considerations like equitable funding, student-level data availability, and post-secondary preparation standards.

Adequate Funding

Student success is impossible without adequately funded schools and education programs. This is especially true for programs that serve high-risk student populations, such as OU youth, as these students typically require additional resources and innovative supports to succeed. Unfortunately, state and local funding barriers typically limit school strategies and innovations to re-engage troubled students.[104]

In Connecticut, school funding has traditionally lacked the flexibility to support the variety of schools and programs that should be available to serve students with various learning needs. For example, students enrolled in Connecticut's charter and magnet schools do not receive equal funding, when compared with students enrolled in traditional schools.[105] This stems from the fact that traditional school districts receive per pupil funding through the state's Education Cost Sharing grant formula, whereas public choice schools are accounted for in separate line items. This has been the cause of charter schools historically receiving 75% or less of per pupil funding, compared with traditional schools. This unfair practice not only penalizes students attending non-traditional schools, but is also highly inefficient. Because funding for Connecticut's public choice schools is accounted for separately, the state often pays twice for students attending public choice schools – once in their home district, and a second time in their public choice school.[106]

Alternative programs often meet with even worse circumstances. As they are not defined, but only peripherally referred to, in Connecticut statute, they run the gamut of size, quality, and funding levels. The Connecticut State Department of Education does not track alternative programs, so it is difficult to assess the average per pupil funding amount. However, recent studies delving into this issue note that this lack of accountability leads to gross under-funding. One study quotes an alternative school educator as saying that their Board of Education sees them as a cost savings measure, as they spend less than half of the dollar amount per pupil, compared with students attending the mainstream high school.[107]

Connecticut must address these funding inequities if alternative education strategies are to truly help its population of struggling students. The state must support policies that give each student at any public school the appropriate funding level for their specific needs. Specifically, strategies such as student-based budgeting, wherein a student's funding follows them to any public school, would allow for the growth of proven public choice school models.

Compulsory Attendance Age

Equitable funding will help to ensure that public schools of choice and alternative programs are high quality. However, students must also be given a reason to choose one of these options, rather than Adult Education, which often seems like a faster route. Many struggling high school students, facing issues ranging from family obligations to different learning styles, drop out and enter Adult Education programs, seeking to attain a GED, instead. In addition to overestimating the value of a GED, many of these students underestimate the difficulty of earning one. 40% of dropouts surveyed by National Center for Educational Statistics reported that they considered the ease of getting a GED during their decision to drop out of school. However, the reality is that only 60% of GED test-takers pass on their first try.[108] This leads to the phenomenon of "double dropout," which describes the tendency of 16-20 year old youth to drop out of high school, and then drop out of Adult Education.[109] For example, of the 526 New Haven youth, ages 16-18, which enrolled in Adult Education in 2009, only 118 completed a GED.[110]

This "double dropout" phenomenon only contributes to the high school dropout population, which is fraught with criminal involvement and labor market difficulties. Even those who do receive a GED will face lower rates of employment and poorer labor market outcomes, as compared to individuals with a high school diploma.[111] Based on this research, it is clear that youth face better options when completing high school and earning a high school diploma. One strategy to achieve this goal is to increase the compulsory school attendance age. While research surrounding the impact of increasing the student dropout age remains inconclusive, compulsory attendance laws have been shown in some studies to encourage approximately one-quarter of potential high school dropouts to stay in school.[112] Requiring that students enroll in school until the age of 18, paired with high-quality public schools of choice and alternative education programs, will help students remain in school and experience the benefits that come with a high school diploma.

Post-Secondary Readiness

Keeping students in school is only half of the ultimate objective; in order to maintain a successful community, individuals must also succeed after high school. For this to happen, they must be adequately prepared for college and career during their high school years. When students are not adequately prepared for success in post-secondary education, it often leads to another major obstacle to student success: college remediation. A high rate of remedial course enrollment at community colleges can be seen nationwide, with nearly 50% of students entering two-year colleges being placed in remedial courses. Less than 10% of these students complete their degree in three years and only about a third complete their degree in six years.[113]

A number of strategies can be used to ensure that high school graduates are positioned for post-secondary success. First, requirements for entry into college should be aligned with requirements for high school graduation. The Common Core State Standards Initiative in reading, writing, and math is an important step in this alignment process. These standards focus on the key content areas necessary to ensure post-secondary success while also providing students with the opportunity to apply critical thinking strategies and analytical problem solving skills to their work.[114] In addition to providing the opportunity to align high school and first-year college level work, the Common Core offers states the chance to develop support programs for transition to college and courses that bridge the divide between high school and post-secondary studies.[115] This type of preparation will eradicate the need for remedial college courses, instead allowing students to proceed directly to entry-level courses and remain on the path to a timely graduation.

Some states have taken on high-school and post-secondary alignment without the assistance of the Common Core. A good example of this can be found in Indiana where K-12 schools and higher education came together to jointly develop graduation requirements and minimum college admission prerequisites. Established in 2005, Indiana's requirements (named Core 40) ensure that students who graduate from Indiana high schools have the minimum admission requirements for enrollment in Indiana's public universities.[116]

Another strategy to increase student readiness for college is to offer dual enrollment courses at the high school level. Dual enrollment occurs when high school students are provided with the opportunity to enroll in a college course that, upon completion, counts towards both high school and college credit. According to the Community College Research Center, 71% of high schools offer dual enrollment programs. This is significant, as dual enrollment programs offer several advantages to students. First, they provide students with a realistic picture of the academic challenges they will face in college. Second, they give students a head start on college coursework and often reduce the overall cost of college by providing access to college credit at little or no cost. Finally, dual enrollment reduces the overall time it takes a student to complete a college degree.[117] This is critical because research has shown that the longer it takes a student to complete college, the more responsibilities they take on (like jobs, children, and mortgages) and the less likely they are to ultimately graduate.[118] Dual enrollment opportunities fit well with other innovative strategies such as blended learning, which offers the necessary technological platforms, as well as extended day/year, which offers extra time for students to enroll in these courses.

Finally, schools should invest in workforce development programs to help keep students engaged and enrolled in school. Research has shown that youth with early work experiences cultivate the basic skills many employers require, such as attendance, dress, and ability to work with others. Early work experiences, during teen and young adult years, also lead to higher earnings and increased access to more formal training opportunities in later years.[119] Further, it has been reported that students engaged in employment experiences during high school are more likely to remain in and complete their secondary education.[120] Workforce development, coupled with focused post-secondary education preparation, will prepare all students for the post-secondary path of their choice.

Early Warning Data System

Each of these three additional policy supports will lend assistance to students who have struggled in school, most often falling behind or dropping out. However, perhaps an even more important tool in the long-term is one that will allow education systems to catch struggling students *before* they fall behind. One of the most important tools necessary to catch these students and offer them appropriate supports is a statewide early warning data system. An effective early warning indicator system engages teachers, administrators, parents, state agencies, and community service groups to keep all stakeholders informed of student performance and all students on track to graduate. State longitudinal early warning data systems are centered on identifying students who show characteristics associated with dropping out. The system then allows for collaboration across schools and service providers to rapidly intervene and assist these students.[121] Data systems should have the capacity to follow students anywhere. Whether they enroll in alternative education, or remain in a traditional school setting, it is important that no student falls through the cracks. Understanding this, several states have implemented policies allowing stakeholders at

every level to access vital student data and use the information to improve outcomes for students.[122]

Colorado's SchoolView data platform, launched in 2009, provides an excellent example of a longitudinal data system that contains many of the elements necessary for student success. SchoolView supports 178 Colorado school districts and over 800,000 students. The system was developed by the state, in partnership with school districts, to provide key stakeholders with access to statewide longitudinal data on the educational performance of a particular classroom, school, district, or individual child. SchoolView allows stakeholders to view, sort, and compare instructional and student-specific data and provides visualization tools such as charts, graphs, and maps. By using these tools, stakeholders can understand the success of an individual school, child, or district, relative to the performance of the rest of the state. SchoolView also monitors early warning indicators, such as attendance, discipline, and grades, to get students the help they need to stay on track.[123] It is this type of data system that would pair well with innovative approaches, allowing education systems to catch students before they fall behind and offer them the appropriate supports.

State and Federal Reform Efforts

Innovative strategies, like competency-based and blended learning, extended school time, parent involvement, and innovative school models are just some of the techniques working for struggling youth across the country. However, it has become clear that, for these and other strategies to be pervasive and effective, state and federal law must provide ample support. As the high school dropout crisis has to come to a head, efforts to support struggling youth have intensified at both levels.

Federal Reform Efforts

Education reform efforts at the federal level came into sharp focus in January 2012, when President Obama focused a section of his State of the Union Address on the nation's dropout crisis. In his Address, he focused on specific techniques aimed at alleviating the country's dropout problem. He endorsed strategies such as, increasing the compulsory school attendance age to 18, providing resources to reward good teachers, and increasing flexibility to dismiss poor teachers.[124] While these reforms are a step in the right direction, education reform efforts must focus on the unique educational needs of every student, particularly those students most likely to drop out, like OU youth.[125] While there is still significant work to be done, progress has been made toward addressing the needs of this student population.

A promising trend at the Federal level is the drive to support increased innovation in education. The Investing in Innovation Fund, which was established in 2009 under the American Recovery and Reinvestment Act, aims to do just that. The Fund provides competitive grants to local

educational agencies and nonprofit partners with proven track records of successfully improving educational outcomes.[126] The grant competition has already awarded $800 million to innovative projects thought to be promising, with the goal of establishing a pipeline of innovative education projects that work. The so-called "i3 Fund" aims to serve as a way to vet ideas, so innovations that work can be replicated across the country.[127]Another Federal reform effort intended to encourage innovation is The National Education Technology plan. The Plan calls for greater use of technology in education to personalize the learning process for each student. It aims to provide teachers with new tools, and to utilize school and student data to improve student outcomes. An online learning registry will also be available to teachers so they can share lessons and content on how and what to teach.[128]

In addition to stressing the importance of innovation, the Federal government has made progress toward revising and reauthorizing the Elementary and Secondary Education Act (ESEA). The ESEA reauthorization will focus on encouraging further innovation, raising standards, rewarding success, and allowing additional flexibility for states to invest in the areas where they believe resources can have the most significant impact. In addition, Our Piece of the Pie®, a youth development agency based in Hartford, CT, worked with U.S. Senator Blumenthal during the fall 2011 mark-up to ensure that struggling students will have a place in the reauthorized bill. In his final amendment to Title I of the ESEA, Senator Blumenthal included language specifically focused on supporting over-age, under-credited youth. The amendment adds two requirements under Title I. First, when eligible entities apply for a grant, they must submit a needs assessment including "the percent of students who are 2 or more years over-aged or under-credited for their grade level." Second, entities receiving the grant must implement an early warning indicator system, analyzing academic indicators to determine, among other things, "which students are 2 or more years over-aged or under-credited for on-time secondary school graduation."[129] This is a significant step that recognizes the critical importance of assisting this specific population in addressing the negative economic and social impacts of disengaged youth.[130]

Despite these positive steps forward, federal law must begin to reflect even more support for our nation's struggling youth. Without specific provisions, funding, or mandates, innovative practices that have proven effective will never have the chance to become widespread. Strategies like blended learning, extended day/year, and student-level data availability must be championed at the federal level, allowing states to follow suit and help to eliminate the population of over-age, under-credited youth.

Connecticut State Reform Efforts

While support for education reform at the federal level has been progressing slowly, progress at the state level has always moved at a faster pace. States such as Oklahoma, Massachusetts, Tennessee and Florida have all embraced some combination of innovative strategies, particularly aimed at struggling students. From support for alternative programs to studies on high school

dropouts, large-scale school turnaround plans to virtual schooling, these states have led the way for education reform across the country.[131]

Historically, Connecticut has not been among the states touted for education reform efforts, though not for a lack of need. Connecticut is widely known to be home to the worst achievement gap in the nation between low-income students and their non-low-income peers. Even Connecticut's low-income students are being outperformed by low-income students in neighboring states, countering the argument that this gap is simply caused by the state's exceedingly high achieving students. For example, in 2010, Massachusetts and Connecticut had nearly the same percentages of low-income students, 34.2% and 34.4%, respectively. However, while Massachusetts' low-income students placed 2nd in the nation (when comparing low-income students) on 4th grade math assessments, Connecticut's low-income students placed 48th. The difference in their performance equates to about 1.5 grade levels. These students are falling behind as early as 4th grade, and will likely continue to fall behind and disengage in school, becoming OU youth and possibly high school dropouts. Even for those who do graduate from high school, many will be unprepared to succeed in post-secondary education. In fact, just 36% of Connecticut high school graduates complete a 4-year college degree in 6 years, while it is estimated that 64% of Connecticut jobs will require a college degree by the year 2018.[132]

Education reform is desperately needed in Connecticut to reverse the trajectory of struggling students and boost the state's economy in the long-term. With an estimated 30-40,000 OU youth, Connecticut cannot afford to stall. After tackling job creation during his first session, Governor Malloy posed similar arguments this year, declaring the 2012 legislative session "the year of education reform." He subsequently proposed a bill outlining specific reform strategies to get Connecticut back on the path to being a leader in education. Despite the short session and massive resistance from special interest groups, the legislature passed an education reform bill, which Governor Malloy signed into law during a ceremony at the capitol on May 15, 2012.[133] Key elements of the law include a reformed teacher tenure system, tied to teacher effectiveness in the classroom, as well as the implementation of a new teacher evaluation system, created by the state's Performance Evaluation Advisory Committee. The law also revises teacher development requirements, providing more personalized professional development opportunities, as well as increasing funding for public schools of choice. Less controversial elements of the legislation include 1,000 additional pre-school slots and the creation of new family resource centers and school-based health clinics in low-performing districts.[134]

Though this education overhaul legislation is crucial to improve student success rates in secondary schools, post-secondary success is also important for the future of the state. Though Senate Bill 40 did not make the same foray into the public eye as the Governor's secondary education reform bill, it maintained a focus on a significant issue for the state: the negative effects of college remediation. As a student's chance of earning a post-secondary degree decreases with every remedial class that they must take, the Connecticut General Assembly eliminated them as an option. Senate Bill 40 requires colleges to embed remedial supports into

Connecticut's Year of Education Reform

After Governor Malloy announced that the 2012 legislative session would be "the year for education reform," he proposed Senate Bill 24. This groundbreaking bill proposed significant changes to institutions like teacher tenure, and provided substantial support to improve student achievement across the state. After weeks of hearings and negotiations, Governor Malloy signed Public Act 12-116 on June 6, 2012. Though the final result has backed away from some of the Governor's original proposed reforms, it represents a start to eradicating the status quo in Connecticut's education system. The act brings many important changes to Connecticut, all aimed at improving the quality of public education. Some of the most controversial elements of the act center on teacher evaluations and the teacher tenure system. Beginning as a pilot program over the next two years, the legislation implements a new teacher evaluation process, using the framework created by Connecticut's Performance Evaluation Advisory Council.[135] In addition, it calls for teacher tenure to be tied to effectiveness in the classroom, and adds "ineffectiveness" as one of the grounds for dismissal. The law also rewrites professional development requirements for teachers, replacing Continuing Education Units with personalized professional development opportunities on best practices to improve student achievement.[136] This new system will ensure that every classroom is led by a high quality and highly prepared instructor.

The act also seeks to improve the state's lowest performing schools and districts. The centerpiece of this initiative is the Commissioner's Network, a group of the state's 25 lowest performing schools. Under the new law, these schools will be provided with state supports and interventions to improve their performance. Innovation is expected to drive improvement in these schools, and they will be restructured to increase learning time, and to include a community schools approach to education. This approach will provide the comprehensive support students need in order to succeed both inside, and outside of the classroom.[137] The law also creates the Alliance Districts, a group of the state's 30 lowest performing districts. These districts are slated to receive added education funding, conditional on the approval of a district-wide reform plan to improve student achievement. These approaches are intended to improve the state's worst-performing schools, giving their students a better chance at secondary and post-secondary success.

A final critical piece of Connecticut's education reform legislation is the increased support for public schools of choice. These schools often offer the most innovative and effective solutions, but are currently not seen as "public schools" in many ways, so they lack the support received by their traditional school counterparts. PA 12-116 begins to level the playing field by providing innovative schools of choice with much-needed increased funding.[138] It also specifically calls for choice schools to serve students from high need populations, including students with a history of low academic performance, even permitting schools targeting certain student groups to bypass the district-wide lottery process.[139] These changes will help to ensure that high need students, such as OU youth, can access the innovative learning environments they need, at schools with the resources necessary to provide these services.

If we are to positively impact OU youth in Connecticut, innovation in education must be supported. Governor Malloy's bill was an ambitious effort to infuse innovation into schools and improve outcomes for all of Connecticut's students, including OU youth. The future of education in Connecticut relies on these types of reforms, and PA 12-116 goes a long way toward accomplishing them.

entry-level courses for which students receive credits, instead of forcing students into remedial classes where no credit is available. Under this bill, colleges are required to do away with remedial courses entirely by 2014. By 2016, colleges must partner with Connecticut high schools to develop curriculum that aligns with post-secondary work and ensures that students are well prepared for the academic rigors of college. This bill is especially critical in light of a recent reduction in the amount of time a student can use federal Pell Grants. S.B. 40 ensures that students will not waste time and money in remedial classes while jeopardizing the long-term funding of their education.[140]

While these key pieces of legislation have made important strides, further education reform efforts are necessary to ensure that Connecticut's struggling students will succeed. The innovation space afforded to Commissioner's Network schools must be extended statewide, giving all schools and districts the opportunity to implement strategies such as extended learning time. In addition, all public school models must be funded equitably, giving all of our state's students a fair shot at secondary school success; this means incorporating public schools of choice into the general education funding formula. Further, Connecticut should consider conversion to a student-based budgeting system, allowing each student's funding allotment to follow them to any public school. Over-age, under-credited students should also receive a recuperative weight, providing supplementary funding to accommodate their additional needs, as is the practice for special education or ELL students. These additional reforms are just a start, but will give Connecticut's schools and students the boost they need to improve achievement.

The Conclusion

The nation's education system, as it currently stands, has failed many of its students. The traditional "one size fits all" approach to public education has led to student disconnection and disengagement, resulting in an overwhelming dropout rate across the country. Over-age, under-credited students, in particular, tell a large part of the national dropout crisis story, and must be acknowledged as a key population on which to focus supports and interventions. These students can be put back on the path to success, but require specific strategies and innovative techniques to overcome the obstacles that they face.

States must consider creating innovation space to give schools the flexibility needed to implement such techniques. This will allow for the use of proven strategies, like blended learning environments and extended learning time, to support the country's struggling students. States must support innovative school models, often found in charter and contract schools, which have proven to work for students who cannot succeed in a traditional school setting. In addition, credit flexibility, like that established in New Hampshire, must be considered, to give schools the opportunity to introduce competency-based instructional plans. These strategies, among others, will give OU students widespread access to programs that will get them back on track to earning a high school diploma.

In addition, states must provide the appropriate policy supports to ensure that the strategies cultivated within the innovation space will succeed and advance. Adequate and equitable funding will ensure that alternative schools and programs have the resources necessary to help struggling students. Statewide post-secondary readiness mandates will ensure that *all* students are ready for success beyond high school. Finally, the creation of statewide early warning systems, like Colorado's SchoolView, will prevent students from falling behind, and eliminate the future population of OU youth.

By supporting alternative education programs and strategies that work, OU youth will receive the help they need to get back on track. This initiative is crucial to the future health of our communities, states, and nation, as each high school dropout costs nearly $300,000 on the national average. We must ensure that these young people are not forgotten, but that they are a central consideration of national, state, and local reform efforts. With the proper supports, these students can, and will, succeed.

Endnotes

[1] Belfield, C.R.,Levin, H.M., Rosen, R. 2012. The Economic Value of Opportunity Youth.
[2] Ibid.
[3] Alliance for Excellent Education. 2011. Helping Students Get Back on Track: What Federal Policymakers Can Learn from New York City's Multiple Pathways to Graduation Initiative.
[4] Rath, B. 2010. Competency-Based Pathways in Connecticut: A Policy Recommendation. Our Piece of the Pie.
[5] State Education Resource Center. 2011. Equity in Education: A Transformational Approach.
[6] U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "Table 392: Distribution of earnings and median earnings of persons 25 years old and over, by highest level of educational attainment and sex: 2009," *Digest of Education Statistics* (Washington, D.C., 2008). Available at: http://nces.ed.gov/programs/digest/d10/tables/dt10_392.asp.
[7] Princiotta, D. and Reyna, R. 2009. Achieving Graduation for All: A Governor's Guide to Dropout Prevention and Recovery. National Governor's Association Center for Best Practices.
[8] Adapted from U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "Table 392: Distribution of earnings and median earnings of persons 25 years old and over, by highest level of educational attainment and sex: 2009," *Digest of Education Statistics* (Washington, D.C., 2008). Available at: http://nces.ed.gov/programs/digest/d10/tables/dt10_392.asp.
[9] Belfield, C.R., Levin, H.M., Rosen, R. 2012. The Economic Value of Opportunity Youth.
[10] Connecticut Coalition for Achievement Now. 2011. Connecticut Graduation Rates: A ConnCAN Issue Brief.
[11] Alliance for Excellent Education. 2011. Education and the Economy: Boosting State and Local Economies by Improving High School Graduation Rates.
[12] Connecticut Coalition for Achievement Now. 2011. Connecticut Graduation Rates: A ConnCAN Issue Brief.
[13] Sum, Andrew. 2009. The Fiscal Consequences of Dropping Out of High School and Failing to Complete Additional Years of Post-Secondary Schooling in Connecticut. Center for Labor Market Studies, Northeastern University.
[14] Alliance for Excellent Education. 2008. Using Early-Warning Data to Improve Graduation Rates: Closing Cracks in the Education System.
[15] Ibid.
[16] Ibid.
[17] McCargar, L. 2011. Invisible Students: The Role of Alternative and Adult Education in the Connecticut School-to-Prison Pipeline. A Better Way Foundation.
[18] Reyna, R. 2011. State Policies to Reengage Dropouts. NGA Center for Best Practices.
[19] Bruce, M., Bridgeland, J., Fox, J.H., Balfanz, R. 2011. On Track for Success: The Use of Early Warning Indicators and Intervention Systems to Build a Grad Nation. Civic Enterprises and The Everyone Graduates Center at Johns Hopkins University.
[20] Pinkus, L. 2008. Using Early-Warning Data to Improve Graduation Rates: Closing cracks in the Education System. The Alliance for Excellent Education.
[21] Bridgeland, J., Dilulio, J. and Morison, K. 2006. The Silent Epidemic. Civic Enterprises Association.
[22] Ibid.
[23] Education Commission of the States. 2010. Chronic Early Absence: Providing Solutions for Increasing Achievement in the Early Grades and Preventing School Drop-out.
[24] Ibid.
[25] Connecticut Voices for Children. 2010. Ensuring Educational Opportunity for All Connecticut Children.
[26] McCargar, L. 2011. Invisible Students: The Role of Alternative and Adult Education in the Connecticut School-to-Prison Pipeline. A Better Way Foundation.
[27] Ibid.
[28] Vera Institute of Justice. 2010. Getting Teenagers Back to School: Rethinking New York State's Response to Chronic Absence.
[29] Alliance for Excellent Education. 2011. Saving Now and Saving Later: How High School Reform Can Reduce the Nation's Wasted Remediation Dollars.

[30] Bautsch, B. Improving College Completion. National Conference of State Legislatures. January, 2011.
[31] Alliance for Excellent Education. 2011. Saving Now and Saving Later: How High School Reform Can Reduce the Nation's Wasted Remediation Dollars.
[32] Ibid.
[33] United States Department of Labor, Bureau of Labor Statistics. 2012. Employment Projections. Education Pays. Accessed on May 4, 2012: http://www.bls.gov/emp/ep_chart_001.htm.
[34] Alliance for Excellent Education. 2011. Saving Now and Saving Later: How High School Reform Can Reduce the Nation's Wasted Remediation Dollars.
[35] Ibid.
[36] Strong American Schools. 2008. Diploma to Nowhere.
[37] Ibid.
[38] Connecticut's P-20 Council. 2010. Quick Facts: Summary of Important Data from April 28, 2009 Briefing Document (Updated April, 2010). Accessed on March 15, 2012: http://www.ctregents.org/files/pdfs/p20-BriefingSummaryRevised042010.pdf.
[39] Alliance for Excellent Education. 2011. Saving Now and Saving Later: How High School Reform Can Reduce the Nation's Wasted Remediation Dollars.
[40] Ibid
[41] McCargar, L. 2011. Invisible Students: The Role of Alternative and Adult Education in the Connecticut School-to-Prison Pipeline. A Better Way Foundation.
[42] Ibid.
[43] Perin, D., Flugman, B. and Spiegel, S. 2006. Last Chance Gulch: Youth Participation in Urban Adult Basic Education Programs. Adult Basic Education.
[44] McCargar, L. 2011. Invisible Students: The Role of Alternative and Adult Education in the Connecticut School-to-Prison Pipeline. A Better Way Foundation.
[45] Heckman, J., Humphries, J., and Mader, N. 2010. The GED. National Bureau of Economic Research. Working Paper.
[46] Connecticut State Department of Education. 2010. Statewide Program Profile for 2010. Connecticut Adult Education.
[47] McCargar, L. 2011. Invisible Students: The Role of Alternative and Adult Education in the Connecticut School-to-Prison Pipeline. A Better Way Foundation.
[48] Ibid.
[49] Almedia, C., Le, C., Steinberg, A., and Cervantes, R. 2010. Reinventing Alternative Education: An Assessment of Current State Policy and How to Improve it. Jobs for the Future.
[50] Ibid.
[51] Ibid.
[52] Ibid.
[53] Philadelphia Youth Network. 2012. Project U-Turn: About. Accessed on April 24, 2012: http://www.pyninc.org/projectuturn/about.php.
[54] Project U-Turn. 2009. Broadening and Deepening the Work: An Update to the Community. Accessed on April 24, 2012: http://www.pyninc.org/downloads/uturn_progress_09_high_res.pdf.
[55] Philadelphia Youth Network. Project U-Turn: About. Accessed on: April 24, 2012: http://www.pyninc.org/projectuturn/about.php.
[56] Office of Multiple Pathways to Graduation. Appendix B. Accessed on April 24, 2012: http://www.nyc.gov/html/ceo/html/programs/ompg.shtml.
[57] McCargar, L. 2011. Invisible Students: The Role of Alternative and Adult Education in the Connecticut School-to-Prison Pipeline. A Better Way Foundation.
[58] Alliance for Excellent Education. 2011. Helping Students Get Back on Track: What Federal Policymakers Can Learn from New York City's Multiple Pathways to Graduation Initiative.
[59] Ibid.
[60] Center for Economic Opportunity. Office of Multiple Pathways to Graduation. Accessed on April 24, 2012: http://www.nyc.gov/html/ceo/downloads/pdf/appendixb_multiplepathways.pdf.
[61] Ibid.
[62] Ibid.
[63] Ibid.
[64] Ibid.

[65] Alliance for Excellent Education. 2011. Helping Students Get Back on Track: What Federal Policymakers Can Learn from New York City's Multiple Pathways to Graduation Initiative.
[66] Lake, R. and Hernandez, A. 2011. Eliminating the Achievement Gap: A White Paper on How Charter Schools Can Help District Leaders. Portfolio School Districts Project. Center on Reinventing Public Education.
[67] Bulkley, K., Henig, J., Levin, H., and Cuban, L. 2010. Between Public and Private: Politics, Governance, and the New Portfolio Models for Urban School Reform. Harvard Education Press.
[68] Ibid.
[69] Ibid.
[70] Hadderman, M. 2002. Contract Schools: Trends and Issues. ERIC Clearinghouse on Educational Management.
[71] Bulkley, K., Henig, J., Levin, H., and Cuban, L. 2010. Between Public and Private: Politics, Governance, and the New Portfolio Models for Urban School Reform. Harvard Education Press.
[72] Chicago Public Schools. Contract Schools. Accessed on February 28, 2012: http://www.cps.edu/Schools/Elementary_schools/Pages/Contract.aspx.
[73] Hadderman, M. 2002. Contract Schools: Trends and Issues. ERIC Clearinghouse on Educational Management.
[74] Lake, R. and Hernandez, A. 2011. Eliminating the Achievement Gap: A White Paper on How Charter Schools Can Help District Leaders. Portfolio School Districts Project. Center on Reinventing Public Education.
[75] Pate, P.E. and Andrews, P.G. 2006. Research Summary: Parent Involvement. Accessed on April 20, 2012: http://www.amle.org/portals/0/pdf/research/Research_Summaries/Parent_Involvement.pdf.
[76] Ibid.
[77] Henderson, A. and Mapp, K. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.
[78] Connecticut Association of Public School Superintendents. 2011. NextEd: Transforming Connecticut's Education System.
[79] Henderson, A. and Mapp, K. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.
[80] International Association of K-12 Learning. 2010. When Success is the Only Option.
[81] Sturgis, C., Rath, B., Weisstein, E. and Patrick, S. 2010. Clearing the Path: Creating Innovation Space for Serving Over-Age, Under-Credited Students in Competency-Based Pathways. Working Paper.
[82] NGA Center for Best Practices. 2011. Issue Brief: State Policies to Reengage Dropouts.
[83] Gewertz, C. 2012. New Hampshire Schools Embrace Competency-Based Learning. Education Week.
[84] Cavanaugh, S. 2012. States Loosening 'Seat Time' Requirements. Education Week.
[85] Sturgis, C., Patrick, S., and Pittenger, L. 2011. It's Not a Matter of Time: Highlights from the 2011 Competency-Based Learning Summit.
[86] Ibid.
[87] Zuliani, I., Ellis, S. 2011. New Hampshire Extended Learning Opportunities: Final Report of Evaluation Findings. University of Massachusetts Donahue Institute.
[88] Connecticut Association of Public School Superintendents. 2011. NextEd: Transforming Connecticut's Education System.
[89] Patrick, S., Sturgis, C. 2011. Cracking the Code: Synchronizing Policy and Practice for Performance-Based Learning. International Association for K-12 Online Learning.
[90] National Education Association. 2011. Blended Learning: A NEA Policy Brief.
[91] National Center on Time and Learning. 2011. Learning Time in America: Trends to Reform the American School Calendar. A Snapshot of Federal, State, and Local Action: Executive Summary.
[92] Ibid.
[93] Cooper, Harris. 2005. Summer Learning Loss: The Problem and Some Solutions.
[94] Silva, E. 2012. Off the Clock: What More Time Can (and Can't) Do for School Turnarounds. Education Sector.
[95] Massachusetts 2020. 2011. Massachusetts Expanded Learning Time Initiative 2010-11 Update.
[96] Ibid.
[97] Silva, E. 2012. Off the Clock: What More Time Can (and Can't) Do for School Turnarounds. Education Sector.
[98] Massachusetts 2020. 2011. Massachusetts Expanded Learning Time Initiative 2010-11 Update.
[99] National Academy of Education. 2009. Time for Learning: Education Policy White Paper.
[100] Dobbie, W. and Freyer, R. 2011. Getting Beneath the Veil of Effective Schools: Evidence from New York City.
[101] National Academy of Education. 2009. Time for Learning: Education Policy White Paper.
[102] KIPP. 2010. Quick Facts About KIPP: Results. Accessed on April 25, 2012: http://www.kipp.org/infographics/reportcard2010.cfm.

[103] Silva, E. 2012. Off the Clock: What More Time Can (and Can't) Do for School Turnarounds. Education Sector.
[104] NGA Center for Best Practices. State Policies to Reengage Dropouts. Issue Brief. July, 2011.
[105] ConnCAN. 2011. Spend Smart: Fix our Broken School Funding System.
[106] Ibid.
[107] McCargar, L. 2011. Invisible Students: The Role of Alternative and Adult Education in the Connecticut School-to-Prison Pipeline. A Better Way Foundation.
[108] Heckman, J., Humphries, J., and Mader, N. The GED. National Bureau of Economic Research. Working Paper. June, 2010.
[109] Perin, D., Flugman, B. and Spiegel, S. Last Chance Gulch: Youth Participation in Urban Adult Basic Education Programs. Adult Basic Education. Fall, 2006.
[110] Frahm, R. Teen Enrollment in Adult Ed Prompts Call for Legislation. The CT Mirror. March 9, 2010.
[111] Heckman, J., Humphries, J., and Mader, N. The GED. National Bureau of Economic Research. Working Paper. June, 2010.
[112] Connecticut General Assembly. 2011. Substitute for Raised H.B. No. 6585. An Act Concerning the High School Dropout Age and Notification of Failing Students. Session Year 2011.
[113] Complete College America. 2012. Remediation: Higher Education's Bridge to Nowhere.
[114] Alliance for Excellent Education. 2011. Saving Now and Saving Later: How High School Reform Can Reduce the Nation's Wasted Remediation Dollars.
[115] Complete College America. 2012. Remediation: Higher Education's Bridge to Nowhere.
[116] Ibid.
[117] Community College Research Center. 2012. What We Know About Dual Enrollment.
[118] Complete College America. 2011. Time is the Enemy.
[119] Sum, A., Khatiwada, I., McLaughlin J., and Palma, S. 2009. The Labor Market Experiences and Fortunes of Connecticut Working Age Adults 16-64 by Educational Attainment: Dire Straits for High School Dropouts.
[120] Tienda, M., & Ahituv, A. (1996). Ethnic Differences in School Departure. In S.A. Levitan, G.L. Mangum, & S.L. Mangum (Eds.), *Of Heart and Mind: Social Policy Essays in Honor of Sar A. Levitan*. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research.
[121] Bruce, M., Bridgeland, J., Fox, J.H., Balfanz, R. 2011. On Track for Success: The Use of Early Warning Indicators and Intervention Systems to Build a Grad Nation. Civic Enterprises and The Everyone Graduates Center at Johns Hopkins University.
[122] Data Quality Campaign. 2009. The Next Step: Using Longitudinal Data Systems to Improve Student Success.
[123] Data Quality Campaign. Colorado SchoolView: A Platform into Greater Engagement. Accessed on 3/14/2012: http://www.dataqualitycampaign.org/resources/field_profiles/colorado_schoolview.
[124] Amos, J. 2012. In State of Union Address, Obama Stressed Education, Calls for Mandatory School Attendance Until Age 18. Alliance for Excellent Education.
[125] Alliance for Excellent Education. 2011. Helping Students Get Back on Track: What Federal Policymakers Can Learn from New York City's Multiple Pathways to Graduation Initiative.
[126] U.S. Department of Education. Investing in Innovation Fund. Accessed on February 28, 2012: http://www2.ed.gov/programs/innovation/index.html.
[127] McNeil, M. 2012. Feds Aim to Spark Fresh Thinking on Schooling. Education Week.
[128] Ibid.
[129] Blumenthal, R. 2011. ESEA Amendment.
[130] Reauthorization of the Elementary and Secondary Education Act: Overview. Accessed on April 25, 2012: http://www2.ed.gov/about/overview/budget/budget12/justifications/a-eseaoverview.pdf.
[131] Reyna, R. 2011. State Policies to Reengage Dropouts. NGA Center for Best Practices.
[132] ConnCAN. 2012. Connecticut Education and S.B. 24.
[133] State of Connecticut Executive Chambers. 2012. Bill Notification Release No. 7.
[134] ConnCAN. 2012. ConnCAN Analysis of Senate Bill 458: An Act concerning Education Reform.
[135] ConnCAN. 2012. Senate Bill 24: Myths and Facts Part 1: Top Myths About the Proposals to Improve Teacher and Principal Quality.
[136] ConnCAN. 2012. ConnCAN Analysis of Senate Bill 458: An Act concerning Education Reform.
[137] Ibid.
[138] State of Connecticut Department of Education. 2012. 2012: The Year for Education Reform.
[139] Ibid.
[140] CT Post. 2012. Bill Would Cut College Remedial Classes.

About Our Piece of the Pie®, Inc.

Our Piece of the Pie®, Inc. (OPP®) is a youth development agency based in Hartford, CT. Focused on the mission of "helping urban youth become successful adults," OPP has successfully structured its programs and services to lead at-risk or disadvantaged youth, ages 14-24, toward success in both community- and school-based settings. The agency's signature program, Pathways to Success, integrates best practices from three fields – youth development, education, and workforce development – and helps young people to get through high school, and on to post-secondary education and meaningful employment. OPP has successfully served youth through our Pathways to Success program since 2005. We opened our partnership high school with Hartford Public Schools, Opportunity High School, in August 2009, serving only over-age, under-credited youth. More recently, OPP has engaged in policy efforts on behalf of our target population, working with state and federal policymakers to ensure that over-age, under-credited youth have the supports that they need to achieve success.

www.opp.org

This publication was made possible (in part) by a grant from the Carnegie Corporation of New York. The statements made and views expressed are solely the responsibility of the author.

APPENDIX DD

Letters of Support

Founding members have worked to develop relationships with Windham-area community members over the past 18 months. Over the course of this 18 months, founding members have heard overwhelming support for Path Academy. From state/district leaders to local colleges/universities, teachers to parents, business owners to community service providers, community members all agree that the needs of the Windham area's OU students are not being met, but that they must be in order to strengthen the community. Many of these individuals and organizations have offered formal letters of support for the Path Academy proposal (appended here):

Name	Title	Organization
Dr. Steven Adamowski	Special Master, Windham Public Schools	CT Department of Education
Ana Ortiz	Superintendent	Windham Public Schools
Randall Prose	President	Windham Federation of Teachers
Dr. Christina Kishimoto	Superintendent	Hartford Public Schools
James Thompson	Superintendent	Bloomfield Public Schools
Allon Kalisher	Regional Administrator, DCF Region 3	CT Department of Children & Families
Patricia Calvo	Director	Windham Youth Services Bureau
Kimberly Silcox	Director, Center for Community Engagement	Eastern Connecticut State University
Robert Fernandez	Director, Willimantic Center	Quinebaug Valley Community College
Matthew Farley	Associate Director for Community Outreach	University of Connecticut
Roger Adams	President	Windham Region Chamber of Commerce
Peter DeBiasi	President & CEO	Access Community Action Agency
Susan Walkama	President & CEO	Wheeler Clinic
George Hernandez	Small Business Specialist	Spanish American Merchants Association
J. Drusilla Carter	Director	Willimantic Public Library
Barbara McGrath	Community Member	Windham
Jose Aponte	Chairman of the Board	Windham Region United Way
Susan Dunn	President & CEO	United Way of Central and Northeastern Connecticut
Nicholas Donohue	President & CEO	Nellie Mae Education Foundation
Cassius Johnson	Program Officer, New Designs for Schools, Systems, and College	Carnegie Corporation of New York

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

Steven J. Adamowski, PhD
Special Master

March 22, 2013

Ms. Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
165 Capitol Avenue, Room 249
Hartford, CT 06106

Dear Ms. Kurshan,

As Special Master of the Windham Public Schools, I am writing to express my full support of the proposal to open a state charter school serving over-age, under-credited high school students in Windham, CT.

Windham Public Schools is in the midst of a system-wide school transformation, aimed at addressing our district's low graduation rate. As a part of the portfolio of school options to ensure the success of all students, the proposed state charter high school would allow us to offer an appropriate learning environment for our over-age, under-credited students. These students are the most difficult to engage in a traditional school setting, but will succeed if given the right supports tailored to their individual needs.

The proposed school will offer these students a unique learning environment, infused with positive youth development principles and personalized to support the success of each individual student. Founding members have brought a great deal of knowledge and expertise in working with these young people to the school model, in addition to including nationally recognized instructional methods that have proven to increase student achievement.

The Windham school district has already built a collaboration with the school's founding members over the course of the application process. This has allowed us to ensure that the school will fit the needs of our specific student population. I am confident that this model will address the needs of some of Windham's most at-risk students. Please accept this letter as my full endorsement of this proposal.

Sincerely,

Dr. Steven Adamowski
Special Master

Box 2219 • Hartford, Connecticut 06145
An Equal Opportunity Employer

Murphy A. Sewall, PhD
Chair of the Board of Education

Ana V. Ortiz
Superintendent of Schools

Superintendent's Office
322 Prospect Street
Willimantic, CT 06226
(860) 465-2310 Fax (860) 465-2311
aortiz@windham.k12.ct.us

March 18, 2013

To Whom It May Concern:

On behalf of the Board of Education for Windham Public Schools, I write this letter in support of the proposal to open a state charter school serving over-age, under-credited high school students in Windham, CT.

Windham Public Schools have struggled for many years. Fighting significant barriers to student success that rival those seen in Connecticut's major urban areas, including the state's highest incidence of English Language Learners, Windham's cohort graduation rate hovers only around 60%. The district must find a way to provide innovative solutions to fit the needs of all students, in order to raise the graduation rate and help our youth achieve academic success.

The proposed state charter high school will offer a solution to the Windham region's most in-need and at-risk students. The school's founding members will bring a wealth of expertise in working with at-risk and over-age, under-credited students. Through a unique school model that integrates proven instructional methods with holistic student supports, we are confident that the proposed school will help our community's struggling youth find success.

We appreciate your attention to this matter, and remain optimistic that this school will be able to carry forward a collaboration with Windham Public Schools.

Sincerely,

Ana V. Ortiz
Superintendent of Schools

Dear Commissioner,

Please accept this letter on behalf of the Windham Federation of Teachers (WFT) in support of the application of Our Piece of the Pie, Inc. (OPP) to establish a charter school in Windham focusing on the needs of over-aged and under-credited students. Our discussions with OPP, which have taken place over the past several months, have been wide-ranging. We have been impressed by OPP's plans and programs that are specially designed for this seriously under-served group and go beyond traditional classroom support. We have been more impressed with the commitment of OPP to serving the needs of students who need it the most. Unfortunately, at this time, the town of Windham cannot financially provide these services and a partnership with OPP can assist us in serving the needs of these struggling students.

WFT has good lines of communication open with OPP. We hope to be able to continue to work with OPP through the establishment of an excellent teaching staff that is a sub-chapter of the Windham Federation of Teachers. We support Our Piece of the Pie's proposal and urge you to grant OPP's application to establish a charter school in Windham to serve the needs of these children. There is a great need for such services in our area. These over-aged and under-credited students need special programs in order to achieve and the OPP organization is committed to this specific type of student.

Sincerely,

Randall Prose

Randall Prose

WFT President

{W0384674.1}

HARTFORD
PUBLIC SCHOOLS
Where the future is present

Dr. Christina M. Kishimoto
Superintendent

March 26, 2013

Stephan Pryor, Commissioner of Education
CT State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner Pryor:

As Superintendent of Hartford Public Schools, I am writing to support Our Piece of the Pie, Inc.'s proposal to establish a state charter school, Path Academy, which will target over-age, under-credited youth in the greater Windham region.

In 2009, Hartford Public Schools created a partnership school with Our Piece of the Pie, Inc. (OPP) to target over-age, under-credit youth. Since opening Opportunity High School (OHS), I have seen the impact of the Pathways to Success model first-hand and the difference it can make in a student's life.

Based on OPP's work in Hartford, I am confident that OPP is ready to take on an expanded role across the State and that Path Academy would help struggling students in the greater Windham region succeed. The proposed charter high school would provide students with a high-quality alternative educational setting in which to find success. Sustained by innovative instructional methods and whole-student supports, these at-risk youth would be given the tools to master the academic and non-academic skills critical to success in and beyond high school.

All of our students deserve an opportunity to achieve success and become productive members of the community. The Path Academy will provide this, supporting students through high school and on to postsecondary success.

Thank you for your consideration of this proposal.

Sincerely,

Dr. Christina M. Kishimoto,
Superintendent

"The Hartford Public Schools is the State Capital's Portfolio District of Excellence"

960 Main Street Hartford CT 06103 • www.hartfordschools.org

Bloomfield Public Schools

Dr. James Thompson, Jr., Ed.D.
SUPERINTENDENT OF SCHOOLS

Christopher G. Leone
CHIEF OPERATING OFFICER / DIRECTOR OF MAGNET SCHOOLS

Ellen J. Stoltz, Ph.D.
CHIEF ACADEMIC OFFICER

March 18, 2013

To Whom It May Concern:

As Superintendent of Bloomfield Public Schools, I am writing to support the proposed state charter school, Path Academy, which will target over-age, under-credited youth in the greater Windham region.

In 2012, Bloomfield Public Schools, in partnership with Our Piece of the Pie, Inc. (OPP), created the Learning Academy of Bloomfield to target over-age, under-credit youth. Since opening the Learning Academy, I have seen the impact of the Pathways to Success model first-hand and the difference it can make in a student's life.

Based on OPP's work in Bloomfield, I am confident that Path Academy would help struggling students in the greater Windham region succeed. The proposed charter high school would provide students with a high quality alternative educational setting in which to find success. Sustained by innovative instructional methods and whole-student supports, these at-risk youth would be given the tools to master the academic and non-academic skills critical to success in and beyond high school.

All of our students deserve an opportunity to achieve success and become productive members of the community. The Path Academy will provide support to students throughout high school and on to postsecondary success.

Thank you for your consideration of this proposal.

Sincerely,

James Thompson, Ed.D.
Superintendent
Bloomfield Public Schools

1133 Blue Hills Avenue • Bloomfield, CT 06002 • 860-769-4200 • Fax: 860-769-4215 • www.bloomfieldschools.org

"Every Student, Every Day, Every Classroom"

DEPARTMENT of CHILDREN and FAMILIES

Making a Difference for Children, Families and Communities

Joette Katz
Commissioner

Dannel P. Malloy
Governor

February 27, 2013

Our Piece of the Pie
20-28 Sargeant Street
Hartford, CT 06105
Attn: Hector Rivera

To Whom it May Concern:

As Regional Administrator for Region 3 of the Connecticut Department of Children & Families, I write in full support of Our Piece of the Pie's® (OPP's) proposal to open a state charter school serving over-age, under-credited high school students in Windham, CT.

Region 3 provides services for children and families in 58 towns in eastern Connecticut. We are committed to ensuring that all children and youth served by our Department will grow up happy and healthy, and will experience success in and out of school. A critical piece of achieving this goal is availability of educational settings that fit all student needs, supporting them through a successful school experience. We seek to realize this goal by partnering with local education agencies to guarantee coordination and a joint focus on student success. OPP's innovative charter school will help us to reach this goal, by working to give the Windham region's struggling high school students a chance to succeed, and become productive members of our community.

OPP has proven that their methods of re-engaging young people are successful, and the Department of Children & Families has enjoyed a positive working relationship with them for many years. I appreciate your attention to this charter school proposal, and hope that you will see that it fills a critical need in eastern Connecticut.

Sincerely,

Allon Kalisher, MSW
Regional Administrator | DCF Region 3
Norwich | Willimantic | Middletown
322 Main Street | Willimantic, CT 06226
tel: (860) 456-6653 | fax: 860-450-2088

STATE OF CONNECTICUT
Phone (860) 450-2000 - Fax (860) 450-1051
322 Main Street, Willimantic, CT 06226
www.ct.gov/dcf
An Equal Opportunity Employer

WINDHAM YOUTH SERVICES BUREAU

872 Main Street
Willimantic, CT 06226
(860) 423-4534

"... youth, an investment in our future."

Patricia Calvo
Director

January 23, 2013

To Whom It May Concern:

As Director of the Windham Youth Services Bureau, I write this letter in full support of Our Piece of the Pie's® (OPP's) proposal to open a state charter school serving over-age, under-credited high school students in Windham, CT.

Housed within the Windham Regional Community Council, the Windham Youth Services Bureau (WYSB) is committed to improving the health and social well-being of residents of Windham. In particular, we are focused on providing Windham families with range a services promoting the positive development of the community's youth. Chief in achieving this goal is each student's successful high school experience, preparing them for post-secondary education and the job market. Partnering with OPP's innovative charter school will allow the WYSB to help ensure that Windham's struggling students have a chance to see this type of success, and become productive members of our community.

Our Piece of the Pie has continuously shown that they understand how to work with struggling youth, helping them to get back on the path to becoming a successful adult. Their passion, commitment and results are impressive. The WYSB intends to support OPP's efforts to this end in Windham by providing connections to youth support services not provided directly within the school, such as referrals to resources for housing and legal issues. In addition, we plan to assist the school with parental engagement and support services, to ensure that students receive consistent support even beyond the school day.

I appreciate your attention to this charter school proposal, and remain optimistic that you will see as much benefit in OPP's proposed school as the Windham Youth Services Bureau does.

Sincerely,

Patricia Calvo

Patricia Calvo
WYSB Director

Cc: J. Beadle, WRCC, Inc.
K. England, WPS

EASTERN CONNECTICUT STATE UNIVERSITY
83 WINDHAM STREET • WILLIMANTIC, CONNECTICUT 06226 • 860-465-5000

February 20, 2013

To Whom It May Concern:

As Director of the Center for Community Engagement at Eastern Connecticut State University (ECSU), I am writing in support of Our Piece of the Pie's® (OPP's) proposal to open a state charter school serving over-age, under-credited high school students in Windham, CT.

The Center for Community Engagement works to create sustainable, effective, and productive relationships with community partners to benefit students, faculty, and the community. Partnering with OPP's innovative charter school will provide ECSU students and faculty with unique volunteer opportunities, in addition to bolstering the strength of the charter school to help struggling students achieve success within and beyond high school. With more students graduating from high school prepared for post-secondary success, our community will receive the many benefits brought by an influx of more productive community members.

Our Piece of the Pie (OPP) has proven success in using their methods to work with disengaged youth. By bringing these methods, along with a unique and engaging academic model, to Windham, we are confident that they can help our community to reduce the achievement gap and increase the number of students successfully exiting high school prepared for post-secondary success. The Center for Community Engagement intends to support OPP's work in Windham by engaging the ECSU community in providing experiential learning and early college experience opportunities for students at the charter school. In addition, we expect to work with members of the ECSU community on fulfilling volunteer needs at the school.

We fully support OPP's proposal, and hope that they will be given the opportunity to bring their expertise to our community.

Sincerely,

Kimberly Armstrong Silcox

Kimberly Silcox
Director, Center for Community Engagement
(860) 465-4426
silcoxk@easternct.edu

QUINEBAUG VALLEY
COMMUNITY COLLEGE
Learners First
WILLIMANTIC CENTER
729 MAIN STREET • WILLIMANTIC, CT 06226
WWW.QVCC.COMMNET.EDU

PHONE (860) 423-1824
FAX (860) 423-4625

February 28, 2013

Robert C. Fernandez
Director, Willimantic Center
Quinebaug Valley Community College
729 Main Street
Willimantic, CT 06226

To Whom It May Concern:

On behalf of Quinebaug Valley Community College's Willimantic Center, I would like to express my support for Our Piece of the Pie's® (OPP's) proposal to open a state charter school serving over-age, under-credited high school students in Windham, CT.

The Willimantic Center of Quinebaug Valley Community College (QVCC) is focused on providing high quality post-secondary education and training to Willimantic-area residents. From degrees and certificates to specific job training courses, the Willimantic Center of QVCC seeks to help community residents succeed in their post-secondary ventures and become productive members of our local community. Partnering with OPP's charter school will allow QVCC to help ensure that every regional student is not only afforded the opportunity to succeed in high school, but graduates prepared for post-secondary success.

Our Piece of the Pie (OPP) has clearly demonstrated success in working with over-age, under-credited youth, including in school settings. I am confident that this experience, coupled with their impressive and innovative school model, will allow them to reach disengaged students in the Windham area. QVCC intends to support OPP's efforts in Windham by providing experiential learning and early college experience opportunities for students at the charter school.

Thank you for your consideration of OPP's proposal. We strongly believe that their presence in Windham is crucial, and hope that you will agree.

Sincerely,

Robert Fernandez

University of Connecticut
Division of Student Affairs

Department of
Student Activities

Community Outreach

March 25, 2013

Commissioner Stefan Pryor
CT Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commission Pryor:

On behalf of the University of Connecticut (UConn) Office of Community Outreach, I am writing this letter of support for Our Piece of the Pie's® (OPP's) proposal to open a state charter school serving over-age, under-credited high school students in Windham, CT.

The Office of Community Outreach engages UConn students in service activities that enhance the quality of life of others in the greater community. We accomplish our work through strategic partnerships with high quality organizations. Community Outreach has strong collaborations with agencies in the Town of Windham and especially with those that service youth. Last year, Community Outreach students contributed over 6,000 hours organizing and implementing youth development programs throughout Windham.

We are committing to support OPP's work by:

1. Coordinating volunteers who are interested in working with the youth in Windham
2. Advertising and promoting educational, social & health initiatives in Windham at the University of Connecticut among its faculty, staff and students

We look forward to working with OPP in its effort to work with youth that normally do not receive proper educational and support services. We share OPP's commitment to youth development and education, and we strongly believe that Windham area students stand only to benefit from OPP's experience in this field.

Please contact me, if you have additional question or concerns.

Sincerely,

Matthew J. Farley
Associate Director for Community Outreach

An Equal Opportunity Employer

2110 Hillside Road Unit 3008
Storrs, Connecticut 06269-3008

Telephone: (860) 486-1165
Facsimile: (860) 486-8821
www.volunteer.uconn.edu

One Division. Multiple Services. Students First.

Regional Leaders
AT&T, CL&P, First Niagara Bank, Liberty Bank, Logistics Consulting, People's United Bank, Savings Institute Bank & Trust, WILI

Shop Chamber
Dine·Hire·Shop·Local
The Chamber of Commerce, Windham Region
www.windhamchamber.com

January 24, 2013

To Whom It May Concern:

On behalf of the Chamber of Commerce, Inc/Windham Region, I am pleased to submit this letter in support of Our Piece of the Pie's® proposal to open a state charter school serving over age, under-credited high school students in Windham, CT.

The Chamber of Commerce is focused on working with its local business community membership to spur sustainable economic growth that benefits business, employers, and the entire regional community. A key element in achieving this goal is to ensure that every student in our region's towns is afforded the opportunity to succeed both within and beyond high school, allowing them to become productive members of our community. With more students graduating from high school prepared for post-secondary success, the Windham region stands to gain from more productive and contributing community members.

Our Piece of the Pie (OPP) has demonstrated its ability to work with disengaged youth, to Re-engage them in education, and to help them become successful adults contributing to society. The Chamber of Commerce plans to support OPP's efforts to this end in Windham by providing connections with local businesses for job shadowing, internships, and experiential learning opportunities. In addition, we expect to engage the community in any volunteer opportunities at the school.

The Chamber of Commerce, Inc/Windham Region is proud to support this proposal and looks forward to the opportunity to work with Our Piece of the Pie as they join our community.

Sincerely,

Roger A. Adams
President

The Chamber of Commerce, Inc, Windham Region
1010 Main Street, PO Box 43, Willimantic, CT 06226 860.423.6389 Fax 860.423.8235
www.WindhamChamber.com info@WindhamChamber.com

Mary A. DeMarco
Board Chair

Peter S. DeBiasi
President / CEO

March 18, 2013

To Whom It May Concern:

As President & CEO of The ACCESS Agency, I write this letter in full support of the proposed state charter school serving over-age, under-credited high school students in the Windham region.

The *Access* Community Action Agency is a federal and state designated non-profit Community Action Agency (CAA). We have been working with the low-income population of eastern Connecticut since 1965, creating individualized plans to help our customers and their families overcome challenges. Engaging our communities to work together, we are confident that we can create positive changes and enable people to fight and overcome poverty.

Among many goals and programs, *Access* works to foster positive at-risk youth development. Through emergency food and housing programs, skill development workshops, and mentoring programs, we work to preserve the future of our communities by supporting the achievement of our youth. Serving nearly all of the towns within the proposed school's catchment area, *Access* plans to partner with the school to eliminate some of the non-academic barriers that students face when working to succeed in school.

The founding members of the school have demonstrated experience in working with at-risk and over-age, under-credited students. We look forward to the opportunity to partner with them, supporting students in the Windham region to success in high school and postsecondary endeavors. Thank you for attention to this important proposal.

Sincerely,

Peter S. DeBiasi
President & CEO

315 Main Street, Suite 2, Willimantic, CT 06226
hone: 860-450-7400 • Fax: 860-450-7454

www.accessagency.org

231 Broad Street, Danielson, CT 06239
Phone: 860-412-1600 • Fax: 860-774-3347

Wheeler | WHEELER CLINIC
Fostering positive change.

March 21, 2013

To Whom It May Concern:

Wheeler Clinic recognizes the significant need for support over-age, under-credited high school students require to achieve their greatest potential. Our Piece of the Pie has demonstrated success in the greater Hartford and Bloomfield communities in meeting the needs of these students and possesses the expertise to support these students through a charter school in the Windham region.

Wheeler clinic is a non-profit, community-based organization that provides a comprehensive continuum of mental health and substance abuse recovery services, special education, child welfare, early childhood, community justice, foster care, employee assistance, and prevention and wellness programs. Serving more than 30,000 children, adolescents and adults in Connecticut each year, we foster positive change in the lives of individuals, families, and communities.

Wheeler believes that individuals and families can grow, change, and improve their lives. We support the proposed charter school, which offers struggling students the opportunity for growth and change. Through an innovative and unique school model, we can see that the proposed school will give struggling students the appropriate supports and environment to master the skills critical to success in high school and postsecondary accomplishments. Wheeler will provide supports to students and families engaged in our growing regional network of services as appropriate to ensure they are fully prepared to achieve success in and beyond high school.

We appreciate your attention to the needs of students and the efforts of Our Piece of the Pie to engage, support and empower over-age and under-credited youth.

Sincerely,

Susan Walkama

Susan Walkama, LCSW
President and Chief Executive Officer

91 Northwest Drive, Plainville, CT 06062 | Tel: 888.793.3500 | Fax: 860.793.3520 | www.wheelerclinic.org

March 7, 2013

George Hernández, Small Business Specialist
Spanish American Merchants Association
872 Main Street
Willimantic, CT 06226

To Whom It May Concern:

On behalf of the Willimantic Spanish American Merchants Association (SAMA), I am writing to express our support for Our Piece of the Pie's® proposal to open a state charter school serving over-age, under-credited high school students in Windham, CT.

SAMA was created to assist local businesses, in particular Latino business owners, and to serve as a vehicle for the economic growth of businesses. SAMA promotes business expansion, job creation, and entrepreneurship in Willimantic.

Committed and grounded in a community with many Latino high school students struggling to succeed; SAMA is invested in ensuring that every Windham area student is given an opportunity to graduate from high school prepared for post-secondary success. If these struggling students are given the type of support and innovative environment that Our Piece of the Pie is proposing, we are confident that the Windham Region will reap remarkable benefits. Hopefully these HS graduates will be involved members of our community and in the future prepare to join the Latino business community.

Our Piece of the Pie (OPP) has proven that they can successfully work with disengaged young people, like many of those in the Windham area. They have been committed to over-age, under-credited youth for many years, and will bring their passion and experience to our community. SAMA will support OPP's efforts to this end in Windham by providing connections to local businesses and organizations for job shadowing, internships, and experiential learning opportunities.

We strongly support this proposal, and hope that you will review it positively.

Sincerely,

George Hernández
Windham Region – Small Business Specialist

SPANISH AMERICAN MERCHANTS ASSOCIATION
872 Main Street, Willimantic CT 06882 Tel:860-423-8400 Fax: 860-423-4800
www.samact.org

WILLIMANTIC PUBLIC LIBRARY
905 MAIN STREET P.O. BOX 218
WILLIMANTIC, CT 06226
www.willimanticlibrary.org
TELEPHONE (860) 465-3079
FAX (860) 465-3083
EMAIL: wpldir@biblio.org

7 March 2013

To Whom It May Concern:

On behalf of the Willimantic Public Library, I am writing this letter of endorsement for Our Piece of the Pie's® (OPP's) proposal to open a state charter school serving over-age, under-credited high school students in Windham, CT.

The Willimantic Public Library is focused on providing lifelong learning opportunities and resources to the diverse members of our community. We are invested in ensuring that every student is afforded every possible opportunity to succeed, both within and beyond high school. Our Youth Services staff work closely with many of the schools in our community to provide resources beyond those which students receive in the classroom, whether to supplement materials for research and reports or to provide space for extra-curricular projects. As these students successfully graduate from high school and move into the post-secondary world, they will be able to benefit our greater community.

Our Piece of the Pie has demonstrated success in working with youth who have struggled to succeed in the traditional education system. This is why the Willimantic Public Library plans to support OPP's proposed charter school. We plan to support the school, as we do the others in our community, with supplemental resources and cooperative projects to enhance the opportunities for students to learn.

The Willimantic Public Library supports OPP's plans for work in the Windham community, and we thank you for your consideration of their application.

Sincerely,

J. Drusilla Carter
Director

Barbara S. McGrath
29 Windham Center Road, Windham, CT 06280

March 25, 2013

To Whom It May Concern:

As a member of the Windham community, I would like to express my support for the proposed state charter high school serving over-age, under-credited students in the Windham region.

The Windham community as a whole faces significant challenges, particularly in the small urban center of Willimantic. This area sees 26% of the population below the poverty line with less than a $20,000 per capita income. Only 20% of residents have a Bachelor's degree or higher, but nearly 38% live in homes where English is not the dominant language.

These challenges have been exacerbated over many years by a struggling school system. Facing daunting barriers to student success, Windham's graduation rate continues to fall as low as those in the state's major urban centers. The proposed state charter high school would offer an option to those students for whom the district's traditional school model does not work. Not only would the proposed school offer an innovative academic program, but it would ensure that students are holistically supported, providing solutions for non-academic challenges to help ensure academic success. Windham's school system has made efforts in the past to address this population of students, but right now they have no effective program to meet their needs.

Windham cannot afford to continue failing these students. All of our students deserve an opportunity to achieve success and become productive members of the community. The proposed charter school will provide this, supporting students through high school and on to post-secondary success.

Thank you for your consideration of this proposal.

Sincerely,

Barbara S. McGrath

Windham Region United Way

March 25, 2013

To Whom It May Concern:

As Chair of Windham Region United Way Regional Advisory Board, I am writing to express my support for the proposed state charter high school targeting over-age, under-credited youth in the Windham region.

United Way is focused on advancing the common good in our communities, bringing diverse stakeholders together around a shared vision of creating positive change to achieve long-lasting results. Included in this vision is ensuring that students are experiencing academic achievement and success in school. United Way sees the proposed state charter high school as a potential partner in helping ensure that all Windham-area youth achieve success and become productive members of our community.

We appreciate your attention to this proposal.

Sincerely,

Jose Aponte

Improving lives in the Windham region through United Way of Central and Northeastern Connecticut

872 Main Street · Willimantic, CT 06226 · *tel* (860) 456-0188 · *web* www.unitedwayinc.org

United Way of Central and Northeastern Connecticut

Susan B. Dunn
President and Chief Executive Officer

March 25, 2013

To Whom It May Concern:

As President and CEO of United Way of Central and Northeastern Connecticut, I am writing to express my support for the proposed state charter high school targeting over-age, under-credited youth in the Windham region.

United Way of Central and Northeastern Connecticut has been a longtime supporter of the Pathways to Success program of Our Piece of the Pie. The program serves as a foundational element for the proposed school model. Through a relationship-centered approach and focused youth and workforce development activities, the Pathways program will help re-engage the over-age, under-credited youth in the Windham region.

United Way is focused on advancing the common good in our communities, bringing diverse stakeholders together around a shared vision of creating positive change to achieve long-lasting results. Included in this vision is ensuring that students are experiencing academic achievement and success in school. United Way sees the proposed state charter high school as a potential partner in helping ensure that all Windham-area youth achieve success and become productive members of our community.

We appreciate your attention to this proposal.

Sincerely,

Susan B. Dunn

30 Laurel Street · Hartford, CT 06106-1374 · *tel* (860) 493-6800 · *fax* (860) 493-6809 · *web* www.unitedwayinc.org

nellie mae
EDUCATION
FOUNDATION

March 25, 2013

To Whom It May Concern:

As President and CEO of the Nellie Mae Education Foundation, I am writing to support the proposed state charter school, Path Academy, which will target over-age, under-credited youth in the greater Windham region.

The Nellie Mae Education Foundation is working to reshape public education across New England to be more equitable and more effective – so every learner graduates from high school prepared for success. We envision a system driven by learning, and not constrained by the traditional school calendar or even the classroom. Moving away from our current education system's "one-size-fits-all" approach, toward an approach that targets the skills and knowledge students need while connecting learning to their experiences, strengths and interests, will help every learner achieve more – in school and in the future.

As long-time supporters, the Nellie Mae Education Foundation knows that Our Piece of the Pie (OPP) works to addresses some of the most pressing issues in education and workforce development. We fully endorse Path Academy and believe the state charter school would provide students with a high quality alternative educational setting in which to find success.

All students deserve an opportunity to succeed and become productive members of the community. The Path Academy will provide this, supporting students through high school and on to postsecondary success.

Thank you for your consideration of this proposal.

Sincerely,

Nicholas C. Donohue
President & CEO

1250 Hancock Street, Suite 205N, Quincy, MA 02169 | *toll-free* 877. 635. 5436 | *fax* 781. 348. 4299
nmefoundation.org

March 25, 2013

Ms. Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
165 Capitol Avenue, Room 249
Hartford, CT 06106

Dear Ms. Kurshan:

I write in support of Our Piece of the Pie's charter application to the state of Connecticut for a high school serving over-age, under-credited youth in the Windham region.

Our Piece of the Pie has been providing services to children families, youth and senior citizens in Hartford, CT since 1975. Since 2005, following a comprehensive study of community needs and organizational strengths, OPP has focused its mission on helping urban youth aged fifteen to twenty-four become successful adults. OPP developed its signature Pathways to Success approach which is tailored for OU youth and employs proven strategies from three fields—youth development, workforce development, and education. The proposed school described in detail in the charter application is a part of OPP's efforts to expand the number of quality schools designed to meet the needs of the population.

The Carnegie Corporation of New York supported the design of the proposed school. The charter school application describes a school model which draws from the "transfer school" model in New York City. These schools are designed specifically for over-age and under-credited students. Their academic and non-academic features offer students an experience tailored to their own specific needs, aimed at supporting them to mastery of the Common Core State Standards. In an environment with carefully designed supports for the whole youth, these students will learn the skills necessary for success in and beyond high school.

OPP is one of the few organizations working with over-aged, under-credited youth in Connecticut. At a time when the state faces an amplified challenge of getting these struggling students to the meet the rigorous standards reflected in the Common Core, OPP's proposed charter school provides an opportunity to delivery education targeted to their unique needs and offer them a chance at a better future.

Please contact me at 212-207-6355 or at coj@carnegie.org with any further questions.

Sincerely,

Cassius O. Johnson
Program Officer, New Designs for Schools, Systems, and Colleges

APPENDIX EE

Completed Waiver Request

Using the state's waiver request form, Path Academy's founding members are submitting a request to waive the requirement for a lottery enrollment. This will allow the school to target over-age, under-credited students for enrollment before other students in the district (see Section III, question 5 for the school's non-discriminatory admissions policy).

CHARTER SCHOOL WAIVER REQUEST

Description of Waivers Permitted or Not Permitted:

Charter school applicants may request waivers of certain provisions of the general statues and regulations over which the SBE has jurisdiction. Waivers may be granted for any such provisions with the exception of those relating to collective bargaining (10-153a–10-153g, 10-153i, 10-153j, 10-153m); teacher certification*****; mastery testing (10-14n); school health and sanitation (10-203 through 10-217g, inclusive); discrimination in public schools (10-15c); and children with disabilities. To request a waiver, you must specify the particular section of the law you seek to have waived. *(*Teacher certification may be waived under certain conditions. See page 4 for further information).*

Name of Applicant: _____Our Piece of the Pie, Inc._____

Address: _____20-28 Sargeant Street_____

City and Zip Code: _____Hartford, CT 06105_____

Phone and Fax: _____Phone: 860.761-7371; Fax: 860.548-9714_____

1. Section of the general statutes or regulations you seek to have waived:

Section 10-66bb(d)(8)(D) – ensure that the school complies with the provisions of section 10-15c…if there is not space available for all students seeking enrollment, the school may give preference to siblings but shall otherwise determine enrollment by a lottery.

2. Describe why you feel that this waiver is necessary to achieve your mission.

Pursuant to Section 10-66(j), the State Board of Education is authorized to waive the lottery enrollment stipulation for state charter schools electing to target a priority subset of students. Path Academy is requesting a waiver for this purpose, to allow the school to give preference to over-age, under-credited students for all seats. Over-age, under-credited students would be defined as:

- Rising 9th graders who are already academically off-track
- High school students who have fallen behind in credit attainment
- High school dropouts

Path Academy's school model and academic program have been specifically designed to target over-age, under-credited high school students, as evidenced by our mission: **to re-engage over-age, under-**

credited students[1] in education, supporting them through mastery of the critical skills necessary for success in college, career, and community.

This waiver is critical to achieving our mission, as our mission specifically focuses on over-age, under-credited students. If all students in the 19 district catchment area[2] are given equal preference for seats, we would risk losing many of the over-age, under-credited students who would most benefit from our school model, which has been specifically designed to take into account their unique needs. Yet again, these students would be left behind without the proper supports and unique learning environment that they need in order to get back on their paths to success.

Pursuant to Public Act 12-116, Path Academy will not discriminate on the basis of race, ethnicity, sex, sexual orientation, mental or physical ability, athletic performance, special need, proficiency in the English language, or academic achievement in admitting over-age, under-credited students.

3. Describe the desired outcome/rationale (how you expect this waiver to assist in achieving educational learning objectives described in your plan).

A lottery enrollment waiver for Path Academy would allow us to ensure that all over-age, under-credited students possible in the Windham region are enrolled in a school that will cater to their unique needs. The school's mission, vision, core educational philosophies, and academic program have all been structured with a specific commitment to this population in mind. Key strategies, including blended learning, project-based learning, personalized/differentiated instruction, mastery-based progression, and the integration of holistic student supports through the Pathways to Success approach[3] will support students to mastery of the core academic and non-academic skills that will lead to their success in and beyond high school. Each of our key strategies – detailed in Section I, question 2D of the Path Academy charter application– are research-based and have proven to increase student achievement in populations of over-age, under-credited and/or at-risk students in schools across the nation.

Course curricula – as detailed in Section I, question 3 – have been specifically built to address the unique needs of over-age, under-credited youth, including the need to re-engage these students in education. The school's unique instructional methods – detailed in Section I, question 4 – have been chosen specifically to support students to mastery of critical academic and non-academic skills. The school's robust assessment system – described in Section I, question 5 – will track student mastery of academic and non-academic skills, ensuring that all students reach proficiency on all competencies for each course before moving forward. This will guarantee that students are prepared to succeed in their next course, their next Band Level, and their postsecondary pursuits. The school's unique discipline system – detailed in Section III, question 6 of the Path Academy charter application – will support students on their educational paths. The Path Academy Board of Directors – discussed in Section II, question 2 of the Path Academy charter application – will monitor student achievement, ensuring that the school's curricula, instructional methods, and assessment system are leading to increased student achievement.

---

[1] Over-age, under-credited students are those who have fallen behind in credit accumulation and have therefore fallen behind their original graduating cohort by failing to be promoted from grade to grade. Many of these students eventually drop out of high school; those dropouts who return to high school are typically behind in credit accumulation for their intended age/grade, and are therefore also over-age and under-credit.

[2] Andover, Ashford, Bozrah, Chaplin, Columbia, Coventry, Franklin, Hampton, Hebron, Lebanon, Mansfield, Marlborough, Norwich, Scotland, Sprague, Tolland, Vernon, Willington, and Windham.

[3] The Pathways to Success approach is a three pronged youth development approach proving successful in community-, high school-, and community-college based settings across the state. Focusing on youth development, academics, and postsecondary preparation, the Pathways approach gives students holistic supports and bridges the gap between high school and postsecondary education and careers.

Sections I through IV of the Path Academy charter application demonstrate our commitment and ability to educate over-age, under-credited high school students in the Windham region:

1) **Mission & Vision**
   a. See Section I, question 1A for the mission, which explicitly states Path Academy's commitment to over-age, under-credited students.
   b. See Section I, question 1B for the vision, which outlines how over-age, under-credited students will be supported at Path Academy.
2) **Core Educational Philosophies**
   a. See Section I, question 2A – 2D for a detailed discussion of the school's core educational philosophies specifically targeting the needs of over-age, under-credited students, and strategies/research to support them.
3) **Education Program**
   a. See Section I, question 3A – 3J for a discussion of the school's academic goals, non-academic goals, and curricula, all tailored to the needs of over-age, under-credited students.
   b. See Section I, question 4A – 4D for a discussion of how the school's instructional methods have been specifically chosen to support over-age, under-credited students, and will support delivery of the curricula and student achievement of academic and non-academic goals.
4) **Student Assessment**
   a. See Section I, question 5A – 5I for details on the school's robust assessment system, which supports Path Academy's commitment to helping over-age, under-credited students increase achievement.
5) **Admission Policy**
   a. See Section III, question 5A – 5G for a detailed discussion on the school's non-discriminatory admission policy, recruitment strategies, enrollment process, and capacity to recruit students from the specific student populations listed above.
   b. In particular, note Section III, question 5D for a discussion of the school's capacity to attract, enroll, and retain over-age, under-credited students.
6) **Budget**
   a. See Section IV, question 3A – 3D for a brief discussion of the school's financial plan.
   b. See Appendix II for a draft Fiscal Policies & Procedures manual.
   c. See Appendix W for all budget documents which reflect a commitment and ability to execute the proposed education program and services targeting over-age, under-credited youth (pre-opening budget statement, projected 5-year budget statement, budget narrative, schedule of salaries and benefits, schedule of facility expenses, cash flow schedule, schedule of borrowings and repayments).

A lottery waiver enabling Path Academy to open seats to over-age, under-credited students before any others would allow us to utilize this specially designed school model to support some of the most at-risk but least supported students in the state. Traditional education environments have not worked for these students, but they **can** achieve success when given the right supports (see Section I, question 3D of the Path Academy charter application for specific examples of how the elements of the Path Academy model work for similar populations across the state and nation). Path Academy can provide these supports to the Windham region's over-age, under-credited students, taking them from the path to becoming high school dropouts, and putting them on their own paths to success.

4. Date of Application: April 1, 2013

Appendix FF

Sample Interview Materials – Youth Development Specialist

Path Academy will undertake rigorous interview processes to ensure the highest quality staff members for all positions at the school. Applicants will participate in one-on-one and panel interviews. Applicants will also work on case Studies, data analysis activities, formal writing samples, and a mock lesson/group facilitation activity where they will address an actual group of students. All of the elements noted above are critical and will afford the Principal the ability to make an informed decision as to whether the applicants are a fit for the charter school, its students and its data driven structure.

Path Academy

Interview Day – Youth Development Specialist

Agenda:

8:30-9:00	BREAKFAST, WELCOME, AGENDA REVIEW
9:00-9:30	Activity #1: Case Study Analysis
9:30-10:15	Panel Interview (Each interview panel will be no more than 15 minutes)
9:30-10:15	Activity #2: Data Analysis
10:15-11:00	One-on-One Interview (Each interview will be no longer than 15 minutes)
10:15-11:00	Activity #3: Writing Prompt
11:00-11:20	Group Facilitation Planning
11:20-11:50	Group Facilitation (Each candidate will present at the same time)
11:50-12:00	Conclusion

ACTIVITY #1: Case Study Analysis

A youth comes to you with a clear passion to succeed in the community after high school, but they frequently fail core subject area classes and have an unstable living situation, which are clear obstacles to success. They have some positive results when they are active in school: they receive good grades in arts classes, as well as extra-curricular activities. What is your academic plan for this child? What is your post-secondary plan for this child? What stakeholders do you involve in the development and implementation of the plan?

ACTIVITY #2: Data Analysis

Using the data provided, please answer the following questions:

(1) Which YDS is excelling at their job? Why?

(2) Which YDS needs additional support? Why?

(3) How would you support YDS #2 and YDS #5?

YDS	Total Youth on Case Load	High School Age Youth	Post-High School Age Youth	Weekly Communication	Youth Participation in Youth Business/Internships	Youth enrolled in High School	Youth enrolled in Post-Secondary Placement
#1	52	12	40	46	41	12	31
#2	57	30	27	12	10	22	21
#3	40	20	20	18	16	20	20
#4	38	30	8	37	36	28	7
#5	55	23	32	51	52	11	31

ACTIVITY #3: Writing Prompt

You have been asked to submit a letter of support to DCF and the juvenile courts on behalf of a youth on your case load. Please assume that the youth has been making tremendous progress in school and OPP programs. Please write a formal letter of support for the youth.

Note: make any additional assumptions needed to complete this activity.

APPENDIX GG

CT State Department of Education –
Comparison between SEED Evaluation Model and State Evaluation Requirements

Path Academy will use the state's SEED model for teacher and administrator evaluation at the school. This model meets all of the CT State Department of Education's requirements for evaluation, per the comparison chart appended here.

CT TEACHER EVALUATION AND SUPPORT

CT Guidelines for Educator Evaluation (Core Requirements) and State Model (SEED)

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices so as to increase student learning and development.

	CT Guidelines / Core Requirements	SEED
Design Principles	*Educator evaluation is standards-based* *Fosters continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development* *Connects professional learning to the outcomes of the evaluation process*	*Considers multiple, standards-based measures of performance* *Promotes both professional judgment and consistency* *Fosters dialogue about student learning* *Encourages aligned professional development, coaching and feedback to support teacher growth* *Ensures feasibility of implementation*
Teacher Evaluation Categories	***FOUR CATEGORIES OF TEACHER PERFORMANCE*** ***TEACHER PRACTICE INDICATORS*** •**Observation of teacher practice and performance (40%)** •**Parent or peer feedback (10%)** **50%** ***STUDENT OUTCOME INDICATORS*** •**Student growth and development (45%) and** •**Whole-school student learning indicators or student feedback (5%)** **50%** Districts must describe how the "practice rating" and "outcomes rating" will be combined into one summative rating	***FOUR CATEGORIES OF TEACHER PERFORMANCE*** ***TEACHER PRACTICE INDICATORS*** ☑ **Observation of teacher performance and practice (40%)** *as defined in the Connecticut Framework for Teacher Evaluation and Support* ☑ **Parent feedback (10%)** *based on data gathered through surveys* **50%** ***STUDENT OUTCOME INDICATORS*** ☑ **Student growth and development (45%)** *as determined by the teacher's two student learning objectives (SLOs) and indicators of academic growth and development (IAGDs)* ☑ **Whole-school student learning and/or student feedback (5%)** *as determined by aggregate student learning indicators or student surveys* **50%**
	FOUR PERFORMANCE LEVELS: **Exemplary** – Substantially exceeding indicators of performance **Proficient** – Meeting indicators of performance **Developing** – Meeting some indicators of performance but not others **Below standard** – Not meeting indicators of performance	***FOUR PERFORMANCE LEVELS:*** **Exemplary** – Substantially exceeding indicators of performance **Proficient** – Meeting indicators of performance **Developing** – Meeting some indicators of performance but not others **Below standard** – Not meeting indicators of performance
Process	➢ **Goal-setting** 1. Orientation by November 15 2. Goal-setting conference 3. Evidence collection and review (ongoing) ➢ **Mid-year check-in** ➢ **End-of-year summative review & conference** 1. Teacher self-assessment 2. End-of-year conference	➢ **Goal-Setting and Planning** (October 15- November 15): 1. Orientation 2. Reflection and goal-setting 3. Goal-setting conference 4. Evidence collection (ongoing) ➢ **Mid-year check-in** (January /February) If needed, make revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). ➢ **End-of-year summative review & conference** (by June 30) 1. Teacher self-assessment 2. Scoring 3. End -of -year conference

CATEGORY #1: Teacher Performance & Practice (40%)	**Observation models must be** 1. Standards-based Danielson, Marzano, Marshall, etc. or locally-developed frameworks based on best practice 2. Aligned to the CT Common Core of Teaching (CCT) 3. Rated using rubrics that have four performance levels	**Connecticut Framework for Teacher Evaluation and Support** **Four Domains (based on Charlotte Danielson's *Framework for Teaching* and CCT)** 1. Planning for Active Learning 2. The Classroom Environment 3. Instruction 4. Professional Responsibilities and Teacher Leadership
	The teacher evaluation system shall ensure that processes related to observation of teacher practice and performance 1. Facilitate and encourage effective means for multiple in-class visits 2. Provide constructive oral and written feedback in a timely and useful manner 3. Provide on-going calibration of evaluators in the district 4. Use a combination of formal, informal, announced and unannounced observations 5. Differentiate the number of observations related to experience, prior ratings, needs and goals	The Teacher Performance and Practice category allows for a comprehensive review of teaching against a rubric, based on multiple observations. 1. Each teacher should be observed through both formal and informal observations: **Formal:** Scheduled observations or reviews of practice lasting at least 30 minutes, followed by a post-conference and includes both written and verbal feedback **Informal:** Non-scheduled observations or reviews of practice lasting at least 10 minutes and followed by written and/or verbal feedback 2. All observations should be followed by feedback, either verbal, written or both 3. Districts and principals can use their discretion to decide the right number of observations based on school and staff needs in accordance with the SEED Handbook
CATEGORY #2: Parent or Peer Feedback (10%)	**Parent or Peer Feedback Ratings** Gathered from whole-school parent surveys, focus groups, interviews or teachers' own surveys, peer observation and/or peer focus groups	**Parent Feedback** 1. How successfully a strategy has been implemented to address an area of need AND/OR 2. Evidence collected directly from parents
CATEGORY #3: Student Growth & Development (45%)	**1- 4 Student Growth Goals as measured by Indicators of Academic Growth and Development (IAGDs)** **22.5% –** IAGDs based on the state test for those teaching tested grades/subjects or another standardized indicator where available **22.5% –** IAGDs based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator	**2 Student Learning Objectives (SLOs) and at least one Indicator of Academic Growth and Development (IAGDs) for each SLO:** **22.5% –** SLO #1- IAGDs based on the state test for those teaching tested grades/subjects or another standardized indicator where available **22.5% –** SLO# 2- IAGDs based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator
CATEGORY #4: Whole-school or Student Feedback (5%)	A teacher's indicator rating shall be represented by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating **OR** Districts can use feedback from students, collected through whole-school or teacher-level surveys	A teacher's rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating **AND/OR** Districts can use feedback from students, collected through whole-school or teacher-level surveys
Support & Development	Professional learning shall be clearly linked to the specific outcomes of the evaluation process Each district shall define *effectiveness* and *ineffectiveness* utilizing a pattern of summative ratings derived from the new evaluation system Districts shall create plans of individual teacher improvement and remediation for teachers whose performance is *developing* or *below standard*, developed in consultation with such teacher and his or her exclusive bargaining representative Opportunities for career development and growth based on performance, including mentor/coaching, leading PLCs, etc.	Professional learning opportunities for each teacher should be based on individual strengths and needs identified through the evaluation process SEED defines *effectiveness* and *ineffectiveness* utilizing a pattern of summative ratings derived from the new evaluation system Performance rated as *developing* or *below standard* – district creates plan of individual teacher improvement and remediation, developed in consultation with teacher and his or her exclusive bargaining representative Opportunities for career development and professional growth including mentoring, peer coaching, leading PLCs, etc.
Other Requirements	Evaluation and support system subject to annual state approval Dispute-resolution process must be defined CSDE will validate ratings of *exemplary* and *below standard* Evaluators must demonstrate proficiency in conducting teacher evaluations	Allows for complementary evaluators Requires all evaluators to receive extensive training on model Outlines the dispute-resolution process

CT ADMINISTRATOR EVALUATION AND SUPPORT

CT Guidelines for Educator Evaluation (Core Requirements) and State Model (SEED)

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices so as to increase student learning and development.

	CT Guidelines / Core Requirements	SEED
Design Principles	➢ Educator evaluation is standards-based ➢ Fosters continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development ➢ Connects professional learning to the outcomes of the evaluation process	➢ Focus on what matters most ➢ Emphasize growth over time ➢ Leave room for judgment ➢ Consider implementation at least as much as design
Administrator Evaluation Categories	***FOUR CATEGORIES OF ADMINISTRATOR PERFORMANCE*** ***ADMINISTRATOR PRACTICE INDICATORS*** • **Leadership practice (40%)** • **Stakeholder feedback (10%)** } **50%** ***STUDENT LEARNING OUTCOMES*** • **Student learning (45%) and** • **Teacher effectiveness (5%)** } **50%** Districts must describe how the "practice rating" and "outcomes rating" will be combined into one summative rating	***FOUR CATEGORIES OF ADMINISTRATOR PERFORMANCE*** ***ADMINISTRATOR PRACTICE INDICATORS*** ☑ **Leadership practice (40%)-** *assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence* ☑ **Stakeholder feedback (10%)-** *focus groups, interviews, teacher-level surveys, or other methods may be used to gather evidence- for school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders* } **50%** ***STUDENT LEARNING OUTCOMES*** ☑ **Student learning (45%)** *assessed in equal weight by (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures* ☑ **Teacher effectiveness (5%)** *as measured by an aggregation of outcomes on teachers' student learning objectives* } **50%**
	FOUR PERFORMANCE LEVELS: **Exemplary** – Substantially exceeding indicators of performance **Proficient** – Meeting indicators of performance **Developing** – Meeting some indicators of performance but not others **Below standard** – Not meeting indicators of performance	***FOUR PERFORMANCE LEVELS:*** **Exemplary** – Substantially exceeding indicators of performance **Proficient** – Meeting indicators of performance **Developing** – Meeting some indicators of performance but not others **Below standard** – Not meeting indicators of performance
Process	➢ **Goal-setting** 1. Orientation on process 2. Goal-setting conference 3. Evidence collection (administrator collects evidence of own practice and superintendent collects evidence to support review) ➢ **Mid-year Formative Review** ➢ **End-of-year Summative Review** 1. Administrator self-assessment 2. End-of-year conference	➢ **Goal-Setting and Planning** 1. Orientation and context setting (July) 2. Goal-setting and plan development (August) 3. Plan implementation and evidence collection (ongoing) ➢ **Mid-year Formative Review** 1. Administrator analyzes available student achievement data and considers progress toward outcome goals 2. Evaluator reviews observation and feedback data to determine themes for discussion 3. Adjustments made as necessary ➢ **Self-Assessment-** administrator takes an opportunity to assess practice on all 18 elements of the Connecticut Leadership Standards (April) ➢ **Summative Review and Rating** (by June 30)

CATEGORY #1: Leadership Practice (40%)	Based on evidence collected about leadership practice as described in the **Common Core of Leading: Connecticut School Leadership Standards** using a rubric aligned to those standards *For principals, the Teaching and Learning Standard must be weighted at least twice as much as any other standard*	**Leader Evaluation Rubrics describe four performance levels for each of Six Performance Expectations** 1. *Vision, Mission and Goals* 2. *Teaching and Learning (50% weight- for principals)* 3. *Organizational Systems and Safety* 4. *Families and Stakeholders* 5. *Ethics and Integrity* 6. *The Education System*
CATEGORY #2: Stakeholder Feedback (10%)	Based on feedback from stakeholders on areas of principal and/or school practice described in the Connecticut Leadership Standards *Focus groups, interviews, teacher-level surveys or other methods may be used to gather evidence*	**Principals set one survey target** ➢ Assessed by administration of a survey with measures that align to the Connecticut Leadership Standards ➢ Stakeholders surveyed should be those in the best position to provide meaningful feedback ➢ For school-based administrators, stakeholders must include teachers and parents, but may include other stakeholders
CATEGORY #3: Student Learning (45%)	**Student Learning Goals** **22.5% –** IAGDs based on measures of academic learning and MUST include 1. *School Performance Index (SPI) progress from year to year;* 2. *SPI progress for student subgroups.* MAY include 3. *SPI rating;* 4. *SPI rating for student subgroups.* **22.5% –** based on at least two locally-determined indicators of student learning- one must include student outcomes from subjects and/or grades not assessed on state-administered assessments 1. *Administrators in high schools must include graduation rate*	**Student Learning Goals** **22.5% –**performance and progress on the academic learning measures in the state's accountability system for schools including 1. *School Performance Index (SPI) progress from year to year;* 2. *SPI progress for student subgroups;* 3. *SPI rating; and* 4. *SPI rating for student subgroups.* *Districts may weight the four measures according to local priorities for administrator evaluation* **22.5% –** 3 SLOs for performance and growth on locally-developed measures 1. *At least one must focus on subjects and/or grades not assessed on state-administered assessments* 2. *Administrators in high schools must include graduation rate*
CATEGORY #4: Teacher Effectiveness (5%)	Improving the percentage (or meeting a target of a high percentage) of teachers who meet the student learning objectives outlined in their performance evaluations	Measured by an aggregation of teachers' student learning objectives (SLOs) Administrators must ensure teachers are setting ambitious and rigorous SLOs
Support & Development	Professional learning shall be clearly linked to the specific outcomes of the evaluation process related to student learning, observation of practice and/or stakeholder feedback Each district shall define *effectiveness* and *ineffectiveness* utilizing a pattern of summative ratings derived from the new evaluation system Districts shall create plans of individual principal improvement and remediation plans for those whose performance is *developing* or *below standard*, developed in consultation with such administrator his/her exclusive bargaining representative Opportunities for career development and growth based on performance, including differentiated career pathways, etc.	Professional learning shall be clearly linked to the specific outcomes of the evaluation process related to student learning, observation of practice and/or stakeholder feedback Each district shall define *effectiveness* and *ineffectiveness* utilizing a pattern of summative ratings derived from the new evaluation system Districts shall create plans of individual principal improvement and remediation plans for those whose performance is *developing* or *below standard*, developed in consultation with such administrator and his /her exclusive bargaining representative Opportunities for career development and growth based on performance, including differentiated career pathways, etc.
Other Requirements	For 092 holders serving in central office administrative roles, districts shall rate performance based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results	For 092 holders serving in central office administrative roles, districts shall rate performance based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results

APPENDIX HH

Example Pathways Staff Evaluation Tool – Youth Development Specialist

Path Academy will use evaluation and observation tools currently in use by all existing Pathways programs in schools, community colleges and community sites to evaluate Pathways staff. The tool will reflect the charter schools' core values and will be aligned to the Teacher and Administrator outcomes, specifically addressing student outcomes around high school graduation and postsecondary preparation. The example appended here is a set of evaluation tools for Youth Development Specialists:

Informal Evaluation Tool
Formal Evaluation Tool
Formal Evaluation Associated Rubric

Youth Development Specialist Informal Evaluation Rubric

ACTION ITEM	PROGRESS	NEXT STEPS
Daily Attendance	o Absent students are contacted on same day absent o Home visit completed on 3rd absent day o Attendance intervention plan completed on 5th absent day o Classroom attendance monitored	
Goal Setting	o SMART goals are set for Youth Development, Attendance, Academics for each youth o Progress monitoring of SMART goals has occurred o Interventions plans are in place for students not on track o ___ number of students on track to reach SMART goals	
Parental Involvement	o ___ number of parents participated in parent conference o Parents have attended parent-teacher conferences o Biweekly phone calls have been completed o Parents are reminded of SST/PPT meetings	
School Engagement	o Student-Talk meeting forms are up-to-date o YDS is proactive in collaborating with academic staff	
Post-Secondary Readiness	o ___ number of students attending CCDT o ___ number of students that have (or on track) to complete CCDT o ___ number of students in job shadowing o ___ number of students in internship	
Enrichment Activities	o ___ number of students involved in	

Youth Development Specialist Informal Evaluation Rubric

	Enrichment Activities o Students are receiving satisfactory marks during Enrichment Activities o Progress monitoring of Enrichment Activities (at least one time per week)	
Student Relationships	o YDS meet and greet everyday o YDS spends at least 15 minutes with youth per week o YDS participates in intake meetings o YDS conducts (at least 4) home visits per month	
Data Entry	o ALL data is up-to-date o YDS keeps and uses up-to-date data on youth	
OPP Values	o YDS always practices school's values	

YDS NAME	
DATE	
YDS Signature	
Director Signature	

Director will complete one informal observation per week

Youth Development Specialist Formal Evaluation Tool

Youth Development Specialist Name: **Date:**

	RAW SCORE	AVERAGE	WEIGHTED
STANDARDS OF EXCELLENCE			
YDS1 Daily Attendance: Increase the number of students attending school on a daily basis	2		
YDS2 Goal Setting: SMART Goal setting with students	1		
YDS3 Parental involvement: increase parental involvement inorder to improve student outcomes	4		
YDS4 School Engagement: YDS are actively involved in the success of the school	4		
YDS5 Career/Post-Secondary Readiness:	4		
YDS6 Explorations: Increase student achievement in pathways through participation in Enrichment Activities	4		
YDS7 Student Relationships: YDS will have a trusting, caring, and respectful relationship with all students	4		
YDS8 Data Entry: Increase effective decision making through effective data entry	4		
YDS9 OPP Values: YDS constantly practices the values of the school	4		
STANDARDS OF EXCELLENCE TOTAL	31	3.44	241.11
COMMITMENT TO SCHOOL COMMUNITY			
CSC1: Support local school initiatives	4		
CSC2: Support Pathways program initiatives	4		
CSC3: Instructional Collaboration	4		
COMMITMENT TO SCHOOL COMMUNITY TOTAL	12	4.00	60.00
PROGRAM VALUED-ADDED			
PVA1: Graduation Rate			
PVA2: Student Attendance			
PVA3: Successful Transition into Postsecondary			
PVA4: Credits Earned (versus credits taken)			
PROGRAM VALUED-ADDED TOTAL	0	0.00	0.00

Possible Scores	
Ineffective	1
	2
	3
Exceeds	4

	RAW SCORE
FOUNDATIONAL PROFESSIONALISM	
FP1: Attendance	0
FP2: On-Time Arrival	-10
FP3: Policies and Procedures	-20
FP4: Respect	0
FOUNDATIONAL PROFESSIONALISM TOTAL	-30

Possible Scores	
Meets	0
Slightly Below	-10
Significantly Below	-20

WEIGHTED TOTAL (out of 400)	301.11
FINAL SCORE (weighted + FP)	271.11

COMMENTS:

STANDARDS OF EXCELLENCE

COMMITMENT TO SCHOOL COMMUNITY

PROGRAM VALUED-ADDED

FOUNDATIONAL PROFESSIONALISM

GROWTH

ACTION STEPS TO ADDRESS GROWTH AREAS

Youth Development Specialist Formal Evaluation Tool

Associated Rubric for Scoring

YDS1 Daily Attendance: *Increase the number of students attending school on a daily basis*				
YDS1	Level 4: *90% of YDS students attend ALL classes over 90% of the school year *100% of the time; A YDS will contact the student or guardian before lunch on the same day a student is absent from school *100% of the time; A YDS will complete a home visit on the 3rd day a student is absent *100% of the time; A YDS will complete a attendance intervention plan, with SMART goals, on the 5th day a student is absent * Always monitors classroom attendance on a daily basis	Level 3 *80% of YDS students attend ALL classes over 90% of the school year *90% of the time; A YDS will contact the student or guardian before lunch on the same day a student is absent from school *90% of the time; A YDS will complete a home visit on the 3rd day a student is absent *90% of the time; A YDS will complete a attendance intervention plan, with SMART goals, on the 4th day a student is absent * Consistently monitors classroom attendance on a daily basis	Level 2 *70% of YDS students attend ALL classes over 80% of the school year *80% of the time; A YDS will contact the student, or guardian, before lunch, the same day a student is absent from school *80% of the time; A YDS will complete a home visit on the 3rd day a student is absent *80% of the time; A YDS will complete a attendance intervention plan, with SMART goals, on the 5th day a student is absent * Sometimes monitors classroom attendance on a daily basis	Level 1 *Less than 70% of YDS students attend ALL classes over 70% of the school year *70% of the time; A YDS will contact the student, or guardian, before lunch, the same day a student is absent from school *70% of the time; A YDS will complete a home visit on the 3rd day a student is absent *70% of the time; A YDS will complete a attendance intervention plan, with SMART goals, on the 5th day a student is absent * Rarely monitors classroom attendance on a daily basis
YDS2 Goal Setting: *SMART Goal setting with students*				
YDS2	Level 4 *YDS will set one SMART goal per focus area: Youth Development, Postsecondary Preparation, Attendance, and Academics for each student per academic semester * YDS will have more than monthly progress monitoring of SMART goal achievement * YDS will have an intervention plan for any students who are discovered to be not on track to make progress on SMART goal * 100% of YDS student achieve SMART goal within timeframe provided	Level 3 *YDS will set one SMART goal per focus area: Youth Development, Postsecondary Preparation, Attendance, and Academics for each student per academic semester * YDS will have monthly progress monitoring of SMART goal achievement * YDS will have an intervention plan for any students who are discovered to be not on track to make progress on SMART goal * 90% of YDS student achieve SMART goal within timeframe provided	Level 2 *YDS will set one SMART goal per focus area: Youth Development, Postsecondary Preparation, Attendance, and Academics for each student per academic semester * YDS will **sometimes** have monthly progress monitoring of SMART goal achievement * YDS will have an intervention plan for **some** students who are discovered to be not on track to make progress on SMART goal * 80% of YDS student achieve SMART goal within timeframe provided	Level 1 *YDS will set one SMART goal per focus area: Youth Development, Postsecondary Preparation, Attendance, and Academics for each student per academic semester * YDS will have **inconsistent** monthly progress monitoring of SMART goal achievement * YDS will have an intervention plan for a **few** students who are discovered to be not on track to make progress on SMART goal * 70% of YDS student achieve SMART goal within timeframe provided

Youth Development Specialist Formal Evaluation Tool

Associated Rubric for Scoring

YDS3 Parental Involvement: *Increase parental involvement in order to improve student outcomes*				
YDS 3	* Each parent will be engaged in a parent conference with YDS staff at least once per quarter * Parents **always** attend all 3 of the parent teacher conferences * Parents **always** receive one phone call update on every YDS student biweekly *Parents are **always** notified and reminded about SST/PPT *YDS consistently update parents on academic, attendance, and behavior progress *YDS consistently calls parents on positive behavior	* Each parent will be engaged in a parent conference with YDS staff at least once per quarter * Parents will attend all 3 of the parent teacher conferences * Parents will receive one phone call update on every YDS student biweekly *Parents are notified and reminded about SST/PPT	* **Some** parents are engaged in a parent conference with YDS staff at least once per quarter * **Some** parents will attend all 4 of the parent teacher conferences * Parents receive one phone call update on every YDS student **inconsistently** *Parents are **inconsistently** notified and reminded about SST/PPT	* **Rarely** are parents engaged in a parent conference with YDS staff at least once per quarter * **Rarely** do parents attend all 3 of the parent teacher conferences * Parents **rarely** receive one phone call update on every YDS student biweekly *Parents are **rarely** notified and reminded about SST/PPT
YDS4 School Engagement: *Increase YDS involvement in the academic, behavior, and attendance progress of youth through collaboration with HPS staff*				
YDS 4	* Every student centered meeting; a YDS will complete a student talk worksheet; 1 copy principal, 1 copy Director, 1 copy YDS folder *YDS will proactively reach out to HPS staff and teachers to address student issues before they become major problems	* Every student centered meeting; a YDS will complete a student talk worksheet; 1 copy principal, 1 copy Director, 1 copy YDS folder	* Every student centered meeting; a YDS **sometimes** completes a student talk worksheet; 1 copy principal, 1 copy Director, 1 copy YDS folder	* Every student centered meeting; a YDS **rarely** completes a student talk worksheet; 1 copy principal, 1 copy Director, 1 copy YDS folder
YDS5 Career/ Post-Secondary Readiness: *Increase student achievement in Post-Secondary readiness*				
YDS 5	* 90% of YDS students will attend and complete CCDT ** 90% of YDS students will start and complete job shadowing experience (In progress)*	* 80% of YDS students will attend and complete CCDT ** 80% of YDS students will start and complete job shadowing experience*	* 70% of YDS students will attend and complete CCDT ** 70% of YDS students will start and complete job shadowing experience*	* Less than70% of YDS students will attend and complete CCDT ** Less than70% of YDS students will start and complete job shadowing experience*

Youth Development Specialist Formal Evaluation Tool
Associated Rubric for Scoring

	*90% of YDS students will start and completed Internship *YDS regularly contacts each parent of participating student at least once	*80% of YDS students will start and completed Internship ***YDS regularly** contacts each parent of participating student at least once	*70% of YDS students will start and completed Internship ***YDS sometimes** contacts each parent of participating student at least once	*Less than70% of YDS students will start and completed Internship ***YDS rarely** contacts each parent of participating student at least once
YDS6 Explorations: *Increase student achievement in Pathways through participation in Enrichment Activities*				
YDS 6	* 90% of YDS students will be involve in Enrichment Activities * 90% of YDS students will receive an above satisfactory grade for Enrichment Activities * YDS **always** follows-up (at least once a week) on the progress of the student in Enrichment Activities	* 80% of YDS students will be involve in Enrichment Activities * 80% of YDS students will receive an above satisfactory grade for Enrichment Activities * YDS **consistently** follows-up (at least once a week) on the progress of the student in Enrichment Activities	* 70% of YDS students will be involve in Enrichment Activities * 70% of YDS students will receive an above satisfactory grade for Enrichment Activities * YDS **sometimes** follows-up (at least once a week) on the progress of the student in Enrichment Activities	* Less than 70% of YDS students will be involve in Enrichment Activities * Less than 70% of YDS students will receive an above satisfactory grade for Enrichment Activities * YDS **rarely** follows-up (at least once a week) on the progress of the student in Enrichment Activities
YDS7 Student Relationships: *YDS will have a trusting, caring, and fair relationship with all students from intake to graduation*				
YDS 7	***Always** Meet and Greet every morning *YDS is **always** engaged with every student *Every student **always** spends at least 15 minutes per week with YDS for formal check-ins *YDS **always** utilizes community partners to assist students with barriers *YDS always sits-in for every intake and participates in the process *Every YDS will need to conduct **at least 4** home visits per month	***Consistently** Meet and Greet every morning *YDS is **consistently** engaged with every student *Every student **consistently** spends at least 15 minutes per week with YDS for formal check-ins *YDS **consistently** utilizes community partners to assist students with barriers *YDS **consistently** sits-in for every intake and participates in the process *Every YDS will need to conduct **at least 4** home visits per month	*YDS **sometimes** participates in Meet and Greet every morning *YDS is **sometimes** engaged with every student *Every student **sometimes** spends at least 15 minutes per week with YDS for formal check-ins *YDS **sometimes** utilizes community partners to assist students with barriers *YDS **sometimes** sits-in for intake and participates in the process ***Sometimes** YDS will conduct **at least 4** home visits per month	*YDS **rarely** participates in Meet and Greet every morning *YDS is **rarely** engaged with every student *Every student **rarely** spends at least 15 minutes per week with YDS for formal check-ins *YDS **rarely** utilizes community partners to assist students with barriers *YDS **rarely** sits-in for intake and participates in the process *Rarely YDS will conduct **at least 4** home visits per month
YDS8 Data Entry: *Increase effective decision making through effective data-entry*				
YDS 8	*YDS **always** uses data to drive decisions concerning students on their caseload	*YDS **consistently** uses data to drive decisions concerning students on their caseload	*YDS **sometimes** uses data to drive decisions concerning students on their caseloads	*YDS **rarely** uses data to drive decisions concerning students on their caseloads

Youth Development Specialist Formal Evaluation Tool

Associated Rubric for Scoring

	*YDS **always** inputs data in a timely manner: Every 24 hours *YDS keeps accurate and up-to-date records of services provided and other mandatory data points	*YDS **consistently** inputs data in a timely manner: Every 24 hours *YDS keeps accurate and up-to-date records of services provided and other mandatory data points	*YDS **sometimes** inputs data in a timely manner: Every 24 hours *YDS keeps **some** accurate and up-to-date records of services provided and other mandatory data points	*YDS **rarely** inputs data in a timely manner: Every 24 hours *YDS keep inaccurate and out-of-date records of services provided and other mandatory data points
YDS 9 OPP Values: *YDS shares and practices OPP's values as an organization*				
YDS 9	*YDS **always** practices organization values in and out of school setting	*YDS **consistently** practices organization values in and out of school setting	*YDS **sometimes** practices organization values in and out of school setting	*YDS **rarely** practices organization values in and out of school setting

Youth Development Specialist Formal Evaluation Tool

Associated Rubric for Scoring

COMMITMENT TO SCHOOL COMMUNITY

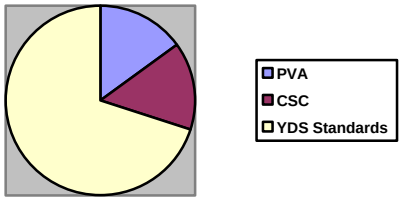
CSC1: *Support of local school initiatives*				
	In a job appropriate manner, individual **goes above and beyond** to support the local school's vision and mission in supporting over-age and under-credited youth to excel in academic achievement, career readiness, and college preparation	In a job appropriate manner, individual **consistently** supports the local school's vision and mission in supporting over-age and under-credited youth to excel in academic achievement, career readiness, and college preparation	In a job appropriate manner, individual **sometimes** supports the local school's vision and mission in supporting over-age and under-credited youth to excel in academic achievement, career readiness, and college preparation	In a job appropriate manner, individual **rarely** supports the local school's vision and mission in supporting over-age and under-credited youth to excel in academic achievement, career readiness, and college preparation
CSC2: *Support of OPP program initiatives*				
	In a job appropriate manner, individual **goes above and beyond** to support OPP's vision and mission in supporting over-age and under-credited youth to excel in academic achievement, career readiness, and college preparation	In a job appropriate manner, individual **consistently** supports OPP's vision and mission in supporting over-age and under-credited youth to excel in academic achievement, career readiness, and college preparation	In a job appropriate manner, individual **sometimes** supports OPP's vision and mission in supporting over-age and under-credited youth to excel in academic achievement, career readiness, and college preparation	In a job appropriate manner, individual **rarely** supports OPP's vision and mission in supporting over-age and under-credited youth to excel in academic achievement, career readiness, and college preparation
CSC3: *Instructional Collaboration*				
	In a job appropriate manner, individual **goes above and beyond** to participate in and develop individual student academic plans, and align classroom work with YDS work/program	In a job appropriate manner, individual **consistently** participates in and develops individual student academic plans, and align classroom work with YDS work/program	In a job appropriate manner, individual **sometimes** participates in and develops individual student academic plans, and align classroom work with YDS work/program	In a job appropriate manner, individual **rarely** participates in and develops individual student academic plans, and align classroom work with YDS work/program

Youth Development Specialist Formal Evaluation Tool

Associated Rubric for Scoring

FOUNDATIONAL PROFESSIONALISM

FP1: *Attendance*			
FP1	MEETS: No unexcused absences	SLIGHTLY BELOW: 1 unexcused absence	SIGNIFICANTLY BELOW: 2 or more unexcused absences
FP2: *On-Time Arrival*			
FP2	MEETS: No unexcused late arrivals	SLIGHTLY BELOW: 1 unexcused late arrival	SIGNIFICANTLY BELOW: 2 or more unexcused late arrivals
FP3: *Policies and Procedures*			
FP3	MEETS: Individual **always** follows OPP organization/program policies (submitting student referrals, inputting student data, staff attire, meeting procedures)	SLIGHTLY BELOW: Individual, **with rare exception**, follows OPP organization/program policies (submitting student referrals, inputting student data, staff attire, meeting procedures)	SIGNIFICANTLY BELOW: Individual **demonstrates a pattern** of failing to follow OPP organization/program policies (submitting student referrals, inputting student data, staff attire, meeting procedures)
FP4: *Respect*			
FP4	MEETS: Individual always interacts with colleagues, students, parents, and community members in a respectful manner	SLIGHTLY BELOW: Individual, **with rare exception**, interacts with colleagues, students, parents, and community members in a respectful manner	SIGNIFICANTLY BELOW: Individual **demonstrates a pattern** of failing to interact with colleagues, students, parents, and community members in a respectful manner



PVA-15%, CSC-15%, YDS STANDARDS-70%
PVA- STUDENT GRADUATION RATE, STUDENT ATTENDANCE, POST-SEC PLACEMENT, CAREER PLACEMENT

APPENDIX II

Draft Fiscal Policies & Procedures Handbook

Founding members have developed a Fiscal Policies and Procedures handbook for Path Academy. This draft handbook (to be approved by the initial Board) sets up processes to ensure fiscal accountability at the school.

CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Table of Contents

TABLE OF AUTHORITIES 1

BANK ACCOUNTS and LINES of CREDIT 1

DEBT ASSUMPTION 1

CONTRACTS AND AGREEMENTS 1

ANNUAL BUDGETING 2

ANNUAL AUDIT 2

CASH FLOW MANAGEMENT 2

RELATED PARTY TRANSACTIONS 2

ACCOUNTING PROCESSES 3

CASH RECEIPTS AND REVENUES 3

PROCUREMENT 4
- **Procurement Process** 4
- **Tax Exemption** 4
- **New Vendors** 5

CASH DISBURSEMENTS 5
- **Receipt of Goods and Merchandise** 5
- **Submission of Invoices** 5
- **Payment of Invoices** 5

SCHOOL CREDIT CARDS 6
- **Payment of Credit Card Statement** 6

TRAVEL AND EMPLOYEE BUSINESS EXPENSE 6
- **Mileage for Personal Vehicle** 7
- **Travel Reimbursement Process** 7

PETTY CASH 7
- **Petty Cash Process** 7
- **Replenishing Petty Cash** 8

PAYROLL 8
- **Hiring Employees** 8
- **Establishing a Personnel File for Each Employee** 8
- **Preparing a Payroll** 8
- **Changes to an Employee's Payroll Information** 9
- **Calculating Gross Pay** 9
- **Terminations and Resignation** 9

PAYROLL PROCESSING ACTIVITIES 9

INVESTMENTS 10
- **Donated Securities** 10
- **Investment Purchases & Sales** 10

FIXED ASSETS 10
- **Asset Inventory** 11
- **Asset Depreciation** 11
- **Disposal of Fixed Assets** 11

FINANCIAL REPORTING 11

RECORD RETENTION 11

ATTACHMENTS
- **Table of Authorities (Attachment A)** 14
- **Employee FLSA Classifications (Attachment B)** 15

CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

The Path Academy ("School") fiscal policies and procedures ensure sound internal controls and accountability in accordance with Generally Accepted Accounting Principles and Financial Accounting Standards Board rules and regulations. Charter schools are entrusted with funds granted by government agencies, private foundations, and individual contributors. Therefore, the School and the CMO will strictly adhere to the highest accounting standards to ensure the integrity of financial data and records.

The "Fiscal Control Structure" is defined by the fiscal policies adopted at the Board level that are implemented through an explicit set of procedures and practices. This combination of policies and procedures ensures efficient use of resources and safeguards the entity's assets by reducing potential unauthorized use of assets or misstatement of account balances. On a day-to-day basis, the control structure serves to facilitate the School's and the charter management organization's ("CMO") ability to process, record, summarize, and report financial information, as per the requirements of internal and external monitors.

The School will follow the state developed uniform Chart of Accounts when issued.

TABLE OF AUTHORITIES

The Table of Authorities assigns levels of authority for the CMO, School Principal, School Director of Pathways, Board of Directors, and Board Officers for the following types of transactions:

- Check Requests and Signing Checks
- Contracts and Agreements
- Hiring Staff
- Annual Budget
- Credit Lines and Loans

The Table of Authorities (Attachment A) will be approved by the School Board of Directors (revised as necessary). The Board of Directors will revise and approve the Table of Authorities annually.

BANK ACCOUNTS

The Board of Directors will authorize the opening of required bank accounts. Consistent with the Table of Authorities, individuals with the following titles are approved as authorized signers on School bank accounts:

- School Principal
- School Board Officers
- School Director of Pathways (may only be a single authorizer in the event that there is prior written approval of the Board Treasurer, and only in emergency situations)

As stated in the Table of Authorities, checks under $5,000 require one signer, and checks for $5,000 or more require two signers.

The School Principal will receive bank statements that are mailed to the School. As part of the ancillary services agreement, CMO Finance will perform a monthly reconciliation of all bank accounts. Copies of

bank reconciliations will be provided to the School Principal each month. The bank statement and reconciling report will be maintained in a file at the School for auditor review.

DEBT ASSUMPTION

Consistent with the Table of Authorities, all major debt, such as lines of credit from banks and financial institutions, including mortgages, but excluding small vendor accounts, must be approved by the School Board of Directors. A record is maintained of any assets collateralizing the debt.

CONTRACTS AND AGREEMENTS

Consistent with the Table of Authorities, contracts without financial obligation that are necessary, appropriate, and in the ordinary course of business, may be entered into by authorized signers without previous board approval.

- Contracts with financial obligation that are part of the board approved budget may be entered into without additional board approval, but Board Officer approval is required where financial obligation exceeds $20,000, and the board must receive notification of same.
- Contracts with financial obligation that are not part of the board-approved budget must secure approval from a Board Officer (if under $20,000), or from the Board of Directors (if $20,000 or more).

ANNUAL BUDGETING

The School runs on a fiscal year from July 1 to June 30. Each February, the CMO Director of Finance will initiate the annual budgeting process for the School. The process will begin with an analysis of the School's financial reports to date and an evaluation of the accuracy of critical cost assumptions and drivers. It will also include meetings with the School Principal and other key School and CMO personnel to discuss proposed modifications to the assumptions/drivers and to clarify the programmatic objectives and plans for the following school year.
Between February and April, draft budget materials, including current fiscal year performance and proposed staffing models will be circulated. By April 15th, the CMO Director of Finance will present the budget draft to the Board Finance Committee. The Finance committee will have three weeks to offer comment and request additional modifications. A final budget will be presented at the May Board of Directors meeting and approved by June 15th.

ANNUAL AUDIT

The School will undergo an annual independent audit shortly after the close of the School fiscal year end. The Board of Directors will engage an audit firm. The audit will be conducted in accordance with auditing standards generally accepted in the United States, and as required for government funding:

- Standards applicable to financial audits contained in *Government Accounting Standards* issued by the Comptroller General of the United States
- Standards applicable to financial audits as described in OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*
- Standards as described in the State Single Audit Act

CASH FLOW MANAGEMENT

The CMO Director of Finance monitors the School's cash flow needs. A cash flow worksheet is created and the CMO Director of Finance updates the cash flow model, integrating new data drawn from the Accounting System. The CMO Director of Finance and School Principal (or designee) will address difficult cash flow issues and contact vendors and current funders to develop payment terms. In the event that the Line of Credit is required to address cash flow problems, the CMO Director of Finance or School Principal contacts the Board Treasurer so appropriate action is taken. Approvals required for Lines of Credit transactions are outlined in the Table of Authorities.

RELATED PARTY TRANSACTIONS

Related party transactions may exist between the School and the CMO. These transactions primarily occur in the following circumstances:

- ***Contractual agreements*** – the School has a Charter Management Agreement (CMA) that includes an Agreement for Ancillary Services with the Charter Management Organization. The services and fees are detailed in the contract.
- ***Purchase of items or services by the CMO*** – the CMO may purchase items (i.e., computers) or services (i.e. facility) on behalf of the School as specifically authorized in the CMA and by the Board of Directors. The CMO bills the School for these items or services.
- ***Fundraising*** – The School or the CMO raise funds for the School. In some cases, donors make payments directly to the CMO. The CMO will transfer those funds to the School.

In all cases, payments or transfers of funds are properly authorized, consistent with the Table of Authorities. In no event shall there be unsecured, noninterest bearing transfers of funds between the School and the CMO, except with respect to fundraising and donations, as provided herein .

ACCOUNTING PROCESSES

Each accounting process is defined by a set of duties (or tasks) that are segregated across key individuals, to maximize efficiency while minimizing the possibility of error or fraud. Under no circumstances will all the tasks of a given accounting activity be completed by a single individual.

The staff at the School involved in accounting processes are the School Principal, School Director of Pathways, and the School Administrative Assistant, who handle incoming items, approvals, and record retention of school fiscal data. The CMO provides transactional financial services as well as financial reporting as part of the ancillary services agreement.

The six major/recurring areas of financial management or Accounting Activity are:

- Cash Receipts & Revenues
- Procurement
- Cash Disbursements
- Payroll
- Investments
- Fixed Assets

For the purposes of these transaction processes, it is assumed that:

- The CMO will provide transactional financial services as well as financial reporting as part of the ancillary services agreement.
- The banking provider will have a facility near the School.
- Courier or overnight service is used to transmit documents from the School to CMO on a

weekly basis and also from the CMO to the School for appropriate approvals as needed

- A shared location on a secure server is available for sharing of documents between the School and CMO Finance.

CASH RECEIPTS AND REVENUES

With the exception of mail addressed to the School Principal, bank statements and credit card bills, payroll record deliveries or mail marked CONFIDENTIAL, the School Administrative Assistant opens all of the school mail and separates checks from other mail. The School Principal opens his/her own mail and other items listed above, also separating out the checks, which are returned to the School Administrative Assistant. All checks received must comply with the following process:

- School Administrative Assistant:
  - Restrictively endorses each check, using a stamp that indicates "For Deposit Only" and the School's name and bank account number
  - Lists each check on a bank deposit slip
  - Enters each check on a cash received log (includes source, amount, and date received).
- School Principal or Director of Pathways:
  - reviews deposit slip and ensures that it matches the cash received log
  - Initials deposit slip to indicate review.
- School Administrative Assistant:
  - Copies all checks and deposit slip and attaches all accompanying documentation.
  - Makes deposit at bank
  - Retains deposit receipt, which is attached to the check copies, deposit slip, and accompanying documentation. Each deposit item must have corresponding documentation. This creates the "deposit package".
  - The deposit package is scanned and saved in a shared, secure location. Hard copies of the deposit package are maintained at the School.
- CMO Finance:
  - Retrieves the scanned deposit package and verifies to cash received log
  - Codes cash receipts and enters in accounting system.
  - Reconciles cash received log to bank statement at month end. Discrepancies will be reviewed with School Principal.

All *cash* received at the School must be immediately given to the School Administrative Assistant who will provide a receipt to the person giving the cash. Receipts from a standard (duplicate) cash receipt book will be used. The School Principal or Director of Pathways will count the cash in front of the School Administrative Assistant, and initial receipt copy. Cash is then recorded and deposited in the same manner as checks, with the receipt as part of the deposit package.

Deposits must be made at least weekly, or when cash on hand exceeds $300, or checks on hand exceed $5,000. Undeposited funds must be retained in a secure, locked location.

Any School funds received at the CMO will be deposited into the School bank account, with a notification to the School Principal, and will be added to the cash receipts log for that month. Electronic funds (wire transfers, etc.) received by the School will be handled similarly, with the payment voucher (or online bank printout) serving as documentation. All CMO deposit packages will be scanned with the original documentation returned to the School.

PROCUREMENT

Consistent with the Table of Authorities, all School purchases must be approved by the School Principal.

Recurring expenses such as utilities, rental contracts or maintenance agreements require approval at inception and upon contract renewal.

Procurement Process

Procurements are made using best value contracting which includes assessing the best value considering quality, performance and price. Schools will use the following procurement process depending on the purchase amount.

- **Less than $5,000.** Requires sound business reasons. Examples may include internet or other research showing price and quality comparison.
- **Between $5,000 and $10,000.** The School will select the maximum value based on a best effort to obtain three written or verbal quotes. Printed advertisements of available products are acceptable evidence of bid price.
- **Greater than $10,000.** A formal competitive bidding process will be used in which three bids are received and evaluated using a formal evaluation process This process will be varied depending on the type of items or services being procured, as well as any grantor requirements. It will include a Request for Proposals. Bidding documentation will be maintained with the purchase records.
- **Sole-source contracting** will be used in cases where a vendor is the exclusive seller of a product, such as curricular materials, or provides a unique service not otherwise available through any other contractor.

In the case of equipment or other items purchased using grant funding that has specified bidding requirements, Schools will follow the grantor's bidding requirements.

Tax Exemption

Upon IRS recognition of the School as a tax-exempt organization under Federal, State and local laws, the School is exempt from sales taxes on goods purchased for its own internal use and services. To take advantage of this exemption the School Administrative Assistant must ensure that each vendor has a copy of the School's tax-exempt certification and does not charge sales tax. Tax exemption does not apply to out-of-state hotel expenses, airfare, or communication-related taxes such as those on telephone bills.

New Vendors

New vendors must submit a W-9 form in order to be paid (available at www.irs.gov). Those vendors whose invoices show that they are incorporated ("Inc."), are exempt from this process.

CASH DISBURSEMENTS

Receipt of Goods and Merchandise

- School Administrative Assistant:
  - Signs for and receives all incoming goods by mail, shipment, or other carrier
  - Verifies that each item on the packing slip has been received
  - Compares the goods received against the purchase request that was made
  - Date stamps the packing slip(s) and any attendant invoices
    - Attaches packing slip as backup to the invoice, and processes with other invoices OR
    - If no invoice attached, holds packing slip until invoice is received.

Submission of Invoices

- School Administrative Assistant:
  - Receives invoices either via mail, email, or with packing slips, and date stamps as received.
    - School credit card statement is forwarded to School Principal for handling.
  - The following invoices are set aside to be bundled to a weekly "invoice package":

        - Those with properly approved purchase requests attached
        - Invoices for utilities or recurrent rent/mortgage
        - Other recurring pre-approved contracts and agreements
    - Other invoices are coded with appropriate expense information and forwarded to the School Principal (or designee) for review and handling, consistent with the Table of Authorities.
- School Principal (or designee):
    - Reviews remaining invoices for appropriateness
        - Reviews invoice coding and Approves invoice OR
        - Takes appropriate follow up action
    - Returns approved invoices to School Administrative Assistant to include in weekly invoice package
- School Administrative Assistant:
    - The invoice package is scanned and saved in a shared, secure location. Hard copies are maintained at the School to attach to payments.
    - Communicates to CMO Finance that weekly invoice package is ready for retrieval.

Payment of Invoices

- CMO Finance
    - Retrieves/prints scanned invoice package from shared location and reviews to:
        - Ensure appropriate approvals
        - Ensure appropriate expense coding
    - Processes all invoices for payment, including invoice numbers and relevant information on check stub.
    - Prints checks:
        - School checks cannot be signed by CMO staff, and must be returned to School for signatures.
    - Prints 2 copies of Check Register
        - One copy maintained at CMO with printed invoice package.
        - Checks and a copy of the check register are sent via courier to School Administrative Assistant.
- School Administrative Assistant
    - Receives check package and matches checks to original invoices.
    - Obtains appropriate signature(s), consistent with Table of Authorities
    - Mails payment to vendors
    - Files invoices by vendor

School Credit Cards

The Board of Directors will authorize the School to open a credit card account and credit limits by Board resolution. School credit cards will be issued to individuals holding the title of School Principal and School Director of Pathways, per the approval of the Board of Directors**.** Each cardholder must sign a Credit Card Agreement indicating that he/she understands and accepts the terms of use.

- Terms of Use
    - May only be used for business purposes
    - Prohibited purchases include but are not limited to alcohol (including business meetings) and personal items.
    - Limited to circumstances where a check or petty cash is not possible or is impractical.
    - Cash advances on credit cards are forbidden.
    - As with other purchases, cardholders must ensure that purchases do not include sales tax. Tax-exempt certificates or letters are available from the School Administrative Assistant.
    - Cardholders must provide detailed receipts for every purchase. For meals and entertainment, each transaction detail must include the names of all persons involved in the purchase, and a

brief description of the business purpose

Individuals who do not adhere to the policies and procedures surrounding credit card usage will have their credit card privileges revoked. Fraudulent use of a School-issued credit card will result in disciplinary action as indicated in the Credit Card Agreement. The cardholder will be held personally liable for an expense for which he/she is unable to furnish a detailed receipt or support documentation or is a prohibited purchase.

Payment of Credit Card Statement

- Credit Card Holders
  - Submit receipts for all purchases to School Principal
  - School Principal submits copies of his/her receipts to Board Officers (or CMO, at Board request) for approval
- School Principal
  - Receives monthly credit card statement for review
  - Ensures that he/she has approved all receipts for other users
  - Ensures that Board Officer (or CMO, if requested by Board) has approved School Principal Receipts
  - Adds expense coding where appropriate
  - Forwards Credit Card package (including statement and receipts) to School Administrative Assistant
- School Administrative Assistant
  - Scans credit card package and saves to a shared, secure location
  - Advises CMO Finance that Credit Card package is complete
  - Holds credit card package with other open invoices pending receipt of payment check
- CMO Finance:
  - Download copies of monthly statements from bank website
  - Export all online charges into a spreadsheet listing all credit card purchases
  - Review the charges, ensure that there is a receipt and coding for each charge, and process the invoice for payment.
- Credit card payment then follows normal invoice payment process.

Travel and Employee Business Expense

Prior written approval must be received for:

- Overnight travel
- Air or train travel
- Participation in seminars or other business events

Travel expenses will be prefunded by the School, when possible, via either check or credit card charge. Employees must follow up with the appropriate receipts. Any other reimbursable expenses must be approved in advance by the School Principal, and must be within reasonable amounts for business purposes. Expense requests submitted by the School Principal must be approved by a School Board Officer (or CMO, if directed by Board). The School does NOT reimburse employees for alcoholic beverages or personal items.

Mileage for Personal Vehicle

Mileage for employee use of a personal car is limited to the current CMO rate, or another rate approved by the School Board.

Travel Reimbursement Process

- Employee:
  - Submit an Employee Expense Report within 5 days of month end to School Principal
  - Original receipts substantiating reimbursable expenses are required for

reimbursement. Receipts must be annotated to indicate the nature of the expense and the names of the employees involved.
        - Expenses older than 30 days will not be reimbursed without special approval from School Principal
        - Expenses from prior fiscal years will not be reimbursed (fiscal year is July 1 to June 30)
    - School Principal:
        - Review Expense Report, match receipts to charges
        - Approved Expense Reports are forwarded to School Administrative Assistant and included in weekly invoice package.
    - School Administrator:
        - Pays Expense Report from Petty Cash if total is less than $25
        - Includes in weekly invoice package if total is more than $25

All expense reports are processed by CMO Finance Staff and reimbursed through the regular cash disbursement process. Expense reports submitted by the School Principal must be approved by a School Board Officer (or CMO, if directed by Board).

Petty Cash

The school will keep a Petty Cash fund of up to $200.

- The petty cash fund shall be maintained by the School Administrative Assistant as the Fund Custodian.
- Withdrawals from the Petty Cash fund must be approved by the School Principal (or designee).
- Should be used only in cases when presenting a company check or credit card is impractical.

Petty Cash Process

- Employee:
    - Submits check request for $25 or less
    - Presents request to School Principal (or designee)
- School Principal (or designee):
    - Approves request (ensuring appropriate documentation)
    - Forwards request to School Administrative Assistant
- School Administrative Assistant
    - Pays employee in cash
    - Obtains employee signature confirming cash payment

Replenishing Petty Cash

Must be done at monthly, or when balance in Petty Cash is below $50.

- School Administrative Assistant
    - Reconciles Petty Cash
        - Receipts plus remaining cash should equal $200
        - Ensures appropriate receipts/coding on each transaction
    - Completes check request payable to School Administrative Assistant as custodian
        - Attaches all receipts to check request as backup
    - Obtains School Principal or Direct of Pathways Approval
    - Includes Petty Cash request/receipts in a weekly invoice package

CMO Finance will write check as part of regular invoice payments.

PAYROLL

Hiring Employees

Consistent with the Table of Authorities, the School Principal will approve hiring all budgeted staff. Positions not included in the budget require approval from Board Officers.

Establishing a Personnel File for Each Employee

The School Principal (or designee) is responsible for establishing complete personnel files for each School employee and providing a copy to the CMO's Director of Human Resources. Each employee's individual personnel file is regarded as confidential information and is treated as such. The only persons with access to the file shall be the employee's immediate supervisor, the CMO Director of Human Resources, and the School Principal or his or her designee. Access to personnel files will be on a need-to-know basis.

Employee's personnel files will contain the following items:

- Application and resume
- Letters of appointment and acceptance
- Job description
- Copies of transcripts, diplomas, certificates, and licenses
- Performance reviews
- Any memoranda or documents relating to performance which are of current relevance
- Memoranda concerning unusual job changes or transfers
- Letters of commendation or other indications of exceptional performance
- Warning letters and records of all disciplinary action
- Training records, including grades and attendance of any in-house training programs
- Signed Employee Receipt Acknowledgement Form Handbook
- Signed Code of Ethics
- Signed Confidentiality Form
- Signed Code of Conduct
- Documentation required by state or private regulatory agencies

Preparing a Payroll

The following data is required to establish the employee's profile in the payroll system:

- Name and address (W-4)
- Social Security Number (W-4)
- Job Title (Offer Letter)
- Wage Rate (Employment Agreement/ Annual Compensation Adjustments)
- Withholding Status (Federal and State tax forms)
- Other Deductions (i.e. contributions to the retirement plan, etc.)
- Direct Deposit Instructions with copies of voided check or letter from bank

Changes to an Employee's Payroll Information

Changes to an employee's payroll information are made only upon written confirmation by the School Principal or a Board Officer. The School Administrative Assistant will send the documents supporting any changes to the CMO Director of Human Resources, who will enter the updated information into the payroll system and notify the School Principal. The written notice of change is then filed in the employee's personnel file. An employee may amend his/her withholding allowances as needed. When a W-4 form is received, the School Administrative Assistant must send a copy to CMO Finance, who must comply with the withholding instructions within 30 days.

Calculating Gross Pay

The School has 26 pay periods in one year. Payments are made to employees every two weeks,

year round.

The gross pay of exempt employees is calculated by dividing the annual salary by the number of pay periods during the year. Exempt employees receive the same gross pay each pay period regardless of the number of hours worked.

Under FLSA guidelines, the School must pay overtime to workers in nonexempt positions who work more than 40 hours during the workweek. No overtime pay is required for employees in exempt positions regardless of the hours worked. Overtime pay represents one and one-half times the amount of regular hourly wages paid, applied to workweek hours worked over 40.

Terminations and Resignation

The School Principal notifies the CMO Director of Human Resources with the appropriate documents for any employees that resigned or were terminated. The CMO Director of Human Resources ensures that such employees are removed from the payroll immediately after their last payment is made. The CMO Director of Human Resources handles final pay and follows all exit procedures.

PAYROLL PROCESSING ACTIVITIES:

Process/Activity	Who	Explanation
Enter Time and Labor information	All Employees	All Employees log in their time via an online tool provided by Paychex, and coordinated via ancillary agreement by the CMO. Non-Exempt employees use the online tool to log in and out each day; Exempt employees are required to enter their total hours for each day. A list of positions and their FLSA status is included as Attachment B.
Review and Approve TLO information	School Supervisors	Using the same online tool, supervisors approve employee time and make any necessary additions/corrections each week.
Final approval of TLO information	School Principal or Director of Pathways	**School Principal** or School Director of Pathways reviews TLO file and prepares for upload to Paychex.
Submit Payroll	CMO Finance	**CMO Finance** uploads file to Paychex, and makes any necessary changes to employee payroll information. CMO Finance prepares a "Journal Prior to Processing" which is reviewed with and approved by either the **CMO Director of Finance or CMO Director of Human Resources** and the **School Principal**. Once approved, the file is submitted via Paychex web based application.
Enter in accounting system	CMO Finance	**CMO Finance** receives payroll reports and records journal entries into accounting system.
Distribution of payroll package	School	**School Administrative Assistant** receives the payroll package from Paychex and distributes the paychecks/vouchers to the school employees.

INVESTMENTS

The Board of Directors will annually set the investment policy for the School, providing general guidelines regarding the type of investments deemed appropriate and the objectives of each investment. The guidelines give the School Principal the authority to perform the following activities for the year, without having to obtain board approval:

- Purchase and sell investments
- Access investment certificates
- Keep records of investments and investment earnings
- Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments

The guidelines will include the following details:

- Expected amount to newly invest and keep in investments for the year
- Types and length of investments allowed (for example, CDs 1 year or less, bonds with a maturity date of 3 years or less, and so on)
- If applicable, a suggested percentage for each type of investment within the portfolio
- A maximum purchase or sale amount that can be made without additional board approval

Donated Securities

The Board of Directors will determine if all donated securities will be sold as soon as reasonably possible with the cash from the sale transferred to the school's savings account.

Investment Purchases & Sales

Investment purchases are made by check or bank transfer after a determination has been made that the purchase transaction is in accordance with agency policy. Proceeds from the sale of investments are received either by check or via bank transfer. A copy of the receipt or deposit ticket is included in the investment file.

FIXED ASSETS

Fixed Assets are the non-liquid assets that are required for the School's day-today operations. They include facilities, equipment, computer software, furniture and fixtures, and real property. As a general guideline, a fixed asset is a non-consumable item whose purchase price is equal to or greater than $2,500. Each asset will fall into one of the following broad categories:

- Land
- Buildings and facilities
- Machinery and equipment
- Furniture, fixtures, and office equipment
- Leasehold improvements
- Computer equipment, including software
- Construction in progress
- Automobiles and transportation equipment
- Equipment leased under terms that meet criteria for capital leases

Asset Inventory

All assets are identified, tagged (when appropriate), and entered into the detailed fixed asset ledger. The ledger must contain the following data:

- Name and description
- Serial number, model number, or other identification
- Vendor name, acquisition date and cost
- Location and condition of equipment
- Ultimate disposition data, including date of disposal

On an annual basis, the School performs a physical inventory of all fixed assets, and the books and records are reconciled to the results of the physical inventory. The School Principal resolves discrepancies in conjunction with the CMO Director of Finance.

Asset Depreciation

The depreciation schedule for each asset is based on the expected useful life of the asset. Depreciable assets are carried at the original net acquisition cost. Non-depreciable assets (e.g., land) are carried at the original net cost. The CMO Director of Finance is responsible for determining the method of depreciation to be used for each category of capital assets. The justification for the method selected will be well documented. Accelerated methods are used when an asset's physical usefulness or value declines quickly in the earlier years. Fully depreciated assets will remain on the School's records with the related accumulated depreciation as long as the asset/property is still in use.

Disposal of Fixed Assets

Control over the disposition of property is maintained not only to preserve the accuracy of the records but also to ensure that assets are safeguarded, improper disposal is prevented, and the best possible terms are received for disposal.

When the disposal of an asset is being contemplated, the School Principal will submit a memo to the CMO Director of Finance, listing the asset to be disposed and any other identifying information, such as serial number and model number.

At the time the property is retired, the cost is removed from the appropriate asset account. The related accumulated depreciation, including depreciation to date of disposal, is removed from the allowance for depreciation account; and the profit or loss, adjusted for the cost of removal, is recorded as an income (gain) or expense (loss) item.

When the disposal is via a trade-in of a similar asset, the acquired asset is recorded at the book value of the trade-in asset plus any additional cash paid. In no instance will such cost exceed the fair market value for the new asset.

FINANCIAL REPORTING

As part of the Ancillary Services Agreement, the CMO will provide monthly financial reports to the School Principal and the Board. In addition to the bank reconciliations, the month end reports will provide:

- Statement of Financial Position (Balance Sheet)
- Statement of Activities (Profit and Loss Statement) including a comparison of budget and actual revenue and expense
- Cash Flow Report

RECORD RETENTION

The School's financial records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements, if applicable, and other legal requirements. Record retention requirements will be reviewed annually with legal counsel and independent auditors to determine any necessary changes.

Type of Document	**Minimum Best Practice Requirement**
Accounts receivable & payable ledgers & schedules	7 years
Affirmative Action Plan* - (EO 11246, Vietnam Era Veterans Readjustment Act and the Rehabilitation Act of 1973)	Updated annually then 1 year after expiration of plan
Articles of Incorporation, charter, bylaws, minutes and other incorporation records	Permanently
Audit reports, Financial Statements (year-end): general/private ledgers, trial balance, journals	Permanently
Bank Reconciliation	3 years
Bank statements, deposit records, electronic fund transfer documents, & cancelled checks	3 years
Chart of accounts	Permanently
Checks (for important payments & purchases)	Permanently
Contracts, mortgages, notes and leases (expired)	7 years
Contracts (still in effect)	Permanently
Correspondence (general)	3 years
Correspondence (legal and important matters)	Permanently
Correspondence (with customers and vendors)	2 years
Deeds, mortgages, and bills of sale	Permanently
Depreciation schedules	Permanently
Donations	7 years
EEOC reports	Permanently
Employee demographic info & compensation records* (Davis-Bacon Act, Service Contract Act & Walsh-Healy Public Contracts Act)	3 years
Employment applications* (depending on the # of employees, employers must retain applications & other personnel records relating to hires, rehires, tests, promotions, transfers, demotions, selection for training, layoff, recall, termination or discharge) (Civil Rights Act of 1964, Title VII, ADA, ADEA)	3 year from making the record or taking the personnel action
Expense Analyses/expense distribution schedules	7 years
Garnishments	7 years
Grants (funded)	7 years after closure
I-9's*	3 years after date of hire or 1 year after termination
Insurance Policies (expired)	3 years
Insurance records, current accident reports, claims, policies, etc.	Permanently
Internal audit reports	3 years
Invoices (to customers, from vendors)	7 years
Inventory records	7 years

Loan documents and notes	Permanently
OSHA logs* (Records related to medical exams – 30 years after termination)	5 years
Patents and related papers	Permanently
Payroll records & summaries including records related to employee's leave* (Equal Pay Act, FLSA)	7 years
Personnel files (terminated employees) (Title VII, ADA, ADEA)	7 years
Polygraph test results and records* (Employee Polygraph Protection Act)	3 years
Purchase Orders	7 years
Retirement and pension records including Summary Plan Descriptions* (ERISA)	Permanently
Tax returns and worksheets	Permanently
Timesheets	7 years
Trademark registrations and copyrights	Permanently
Withholding tax statements* (FICA, FUTA, Federal Income)	7 years
Workers compensation documentation	10 years after 1st closure

Appendix A: PATH ACADEMY CHARTER SCHOOL EMPLOYEE CLASSIFICATIONS

	FLSA CLASSIFICATION
School Principal	EXEMPT
Director of Pathways	EXEMPT
Teacher	EXEMPT
Youth Development Specialist	NON-EXEMPT
Enrichment Activities Specialist	NON-EXEMPT
Career Coordinator	NON-EXEMPT
Postsecondary Coordinator	NON-EXEMPT
Administrative Assistant	NON-EXEMPT
School Nurse	CONTRACT, NON-EMPLOYEE
Substitute Teachers	CONTRACT, NON-EMPLOYEE

PATH ACADEMY CHARTER SCHOOL
Appendix B: TABLE OF AUTHORITIES
PROPOSAL FOR SCHOOL BOARD OF DIRECTORS

RECOMMEND = PROPOSE ACTION
APPROVE = REQUIRED PRIOR TO ACTION
NOTIFY = ACTION PENDING AND IMMINENT

1 - CHECK REQUESTS AND SIGNING a - Less than $5,000 (requires one signature)	CMO	SCHOOL PRINCIPAL	SCHOOL DIRECTOR OF PATHWAYS	SCHOOL BOARD OFFICERS	FULL SCHOOL BOARD OF DIRECTORS
1 - Budgeted Items	Recommend	Sign	Sign[1]	Sign	n/a
2 - Unbudgeted items	Recommend	Approve/Sign	Sign[1]	Approve/Sign in absence of Principal or Notify	n/a
b - $5,000 or more (requires two signatures)	Recommend	Approve/Sign	Sign[1]	Approve/Sign in absence of Principal	n/a
2 - CONTRACTS AND AGREEMENTS					
a - Service Contracts (subcontractors, equipment maintenance)					
1 - In board-approved budget	Recommend	Sign	Sign[1]	Sign	n/a
2 - Under $20,000, not in board-approved budget	Recommend	Recommend/Sign	Sign[1]	Approve	Notify
3 - $20,000 or more, not in board-approved budget	Recommend	Recommend/Sign	Sign[1]	Recommend	Approve
b - School Contracts with Funders					
1 - Under $100,000	Recommend	Recommend/Sign	Sign[1]	Approve	Notify
2 - Over $100,000	Recommend	Recommend/Sign	Sign[1]	Recommend	Approve
c - Purchase or Lease of Facility or Equipment					
1 - In board-approved budget	Recommend	Sign	Sign[1]	Sign	n/a
2 - Under $20,000, not in board-approved budget	Recommend	Recommend/Sign	Sign[1]	Approve	Notify
3 - $20,000 or more, not in board-approved budget	Recommend	Recommend/Sign	Sign[1]	Recommend	Approve
3 - HIRING STAFF					
a - Staff in Budget	Recommend	Approve	Approve in absence of Principal	n/a	n/a
b - Temporary Positions under $10,000 (unbudgeted)	Recommend	Approve	Approve in absence of Principal	Notify	n/a
c - Temporary Positions $10,000 or more (unbudgeted)	Recommend	Recommend	n/a	Approve	Notify
d - New Positions (with new funding)	Recommend	Approve	n/a	Approve in absence of Principal	Notify
e - New Positions (not tied to specific funding)	Recommend	Recommend	n/a	Recommend	Approve
4 - ANNUAL BUDGET	Recommend	Recommend	n/a	Recommend	Approve
5 - CREDIT LINES AND LOANS (Requires 2 signatures)					
a - Establish New or Additional Credit Lines/Loans	Recommend	Recommend/Sign	n/a	Recommend/Sign in absence of Principal	Approve
b - Draw Down Existing Credit Lines	Recommend	Recommend/Sign	n/a	Approve/Sign in absence of Principal	Notify
c - Real Estate Transactions	Recommend	Recommend/Sign	n/a	Recommend	Approve

NOTES:
[1] The School Director of Pathways may only be a single authorizer in the event there is prior written approval (can be in the form of an email) of the Board Treasurer, and only in emergency situations.

APPENDIX JJ

Resumes – Our Piece of the Pie, Finance Office

As the charter management organization (CMO), Our Piece of the Pie (OPP) will provide certain operational functions such as procurement and annual budgeting. In addition to the management services, the school will contract with the CMO to provide ancillary services that include full service accounting functions (transactional accounts payable and receivable, payroll vendor service liaison, month and year end close, bank reconciliations, and financial reporting). OPP already has experience with all of these functions on a much larger scale, including managing federal and state government grant funds. The staff of OPP Finance include a Director of Finance, Staff Accountant, and Bookkeeper; resumes are appended here.

CHRISTINE MURRAY

119 Wilderness Way, Bristol, CT 06010

(home) 860.584.9832 (cell) 860.620.3113

christine.murray@opp.org

SUMMARY

Financial Professional with government/non-profit and Fortune 100 experience in financial operations and administrative leadership. Skilled at financial analysis, communications and human resource administration. Proven ability to combine financial data with non-financial data to create compelling, understandable management reporting.

Background includes: Budgeting, Finance, Accounting Operations, Payroll, Metrics and Measurements, Expense Allocation, Forecasting, Human Resources, Strategic Planning, Grant Reporting, HUD, IRS and other government reporting.

EXPERIENCE

Our Piece of the Pie, Inc., Hartford, CT July 2011-present

Director of Finance

- Responsible for all financial transactions and fiscal management of non-profit youth agency providing services to over 900 youth in multiple locations, with 50+ staff, and an annual budget of $6M.
  - Provide financial oversight, including management of staff, planning, systems, and controls. Monthly, quarterly and year end reporting as well as long range forecasting.
  - Coordinate annual audit, including those required by government grants.
  - Manage payroll and employee benefits.
  - Develop budgets for agency, individual programs, and specific grants.
  - Manage cash flow and banking relationships.
- Operate as part of senior leadership team to develop and implement organizational strategies, policies and practices.

Bristol Housing Authority, Bristol, CT August 2007-July 2011

Staff Accountant

- Responsible for all financial transactions and oversight for housing authority with 900+ units, 650+ portable housing choice vouchers, 50+ staff people, and $5M budget. Oversee two staff members, and manage relationships with payroll vendor, fee accountant, and outside auditors.
  - Managed conversion to web-based accounting system
  - Initiated positive-pay fraud prevention with bank; changed policies to provide appropriate separation of duties to avoid fraud and ensure appropriate reviews on all levels.
  - Produced in-house budgets and financial statements; saved thousands on outside accountants and at the same time provided more thorough analysis on variances and budgeting.
- Provide oversight and input in matters related to human resources, including benefits, labor and payroll matters, and union negotiations.
  - Converted from weekly to bi-weekly payroll, including union negotiations and regulatory reporting. Saved $10,000 per year in management time and payroll vendor costs.
  - Handled issues related to FMLA, Unemployment, and Union.

Christine Murray, page 2

The Hartford Financial Services Company, Hartford, CT June 1986-July 2007

Manager, Payroll Accounting and Reporting (2004 to July 2007)

- Managed $10M budget for Payroll and HRIS departments; provided forecasts, analysis of variances, metrics and best practices and benchmark information to senior management.
- Performed all payroll processing and analysis for expatriate employees, The Hartford's "Top 25", and over 500 garnishments.
- Handled payroll tax filings in 48 states and with federal government.

Manager, HR Strategy and Planning (1999 to 2004)

- Saved $15M in Human Resources expense by serving as part of a task force to review enterprise-wide human resources functions.
    - Provided detailed data analysis and managed changes in financial structure of HR
    - Played a key role in facilitating senior-level strategy and decision sessions.
- Managed $70M budget for enterprise-wide HR. Advised HR leaders on financial matters and provided financial insight to decision-making process.
- Managed conversion to a Paid Time Off (PTO) program. Responsible for policy changes, attendance tracking tools, communications, and handling of ongoing questions and issues.

Senior Accountant/Project Manager, Finance Administration (1997-1999)

- Coordinated expense budgeting process and variance reporting for Finance Division. Handled recognition programs and facilities issues.

Staff Accountant, HartRe (1990-1997)

Staff Accountant, Statutory Accounting (1986-1990)

EDUCATION

Central Connecticut State University, B.S., Accounting
Northwestern Connecticut Community College, A.S., Accounting

OTHER ACTIVITIES

Active volunteer for Boy Scouts of America
Campaign Coordinator, 2012 United Way Campaign
President, Building Blocks Together Quilt Guild, Bristol, CT
Volunteer for Meals for the Needy, Bristol, CT
Former Member, Toastmasters International

Amilcar I. Hernandez

56 Hockanum Dr.
East Hartford, CT 06118
Cell. Phone (860) 416-1538

Objective

In search of a stable position in your business area, where I can apply my academic knowledge, experience and skills in a challenging environment that would give me the opportunity of professional growth.

Qualifications

Experience with computers, including CompTIA A+ Certified Professional IT Technician and CIW Associates Certified. Extremely proficient in Math and Microsoft Excel. Good communication and organizational skills. Vast experience in community service. Trained in "How to Handle the Hard to Handle Students K-5" by Applebaum Training Institute. Certified on Life Space Crisis Intervention. Certified as a Waterfront Lifeguard.

Education

2012-Present	*Enrolled in an Associate's Degree in Accounting at Ashworth College*
2006- 2009	*Courses on Science in Information Technology at Western Governors University*
2005	*Intro. School Age-Care, Charter Oak College*
2002-2004	*2 years of Microbiology Courses at the University of Puerto Rico (completed 60 credits)*
1998-2000	*High School Diploma, Thomas A. Edison H.S in Philadelphia, PA.*

Experience

2009-Present ***Bookkeeper***

- *Accounts payable*
- *Record and posting of journal entries*
- *Process and record staff and youth payroll*
- *Coordinate IT responsibilities and manage them accordingly*
- *Create monthly invoices for reimbursable expenses*

03/08-03/09 ***Youth Development Specialist/Computer Tech Support in Our Piece of the Pie.***

08/07-03/08 ***Youth Intervention Specialist in Our Piece of the Pie***

04/07-08/07 ***Integrated Trainer for City Scan in Our Piece of the Pie***

10/04-06/07 ***Paraprofessional, Hartford School District***

- *Implements lesson plans, while ensuring the integrity of academic time and in a manner which motivates students to learn and participate.*
- *6 months as the math substitute teacher on sixth grade.*

2006 (summer) ***Waterfront Director, the Salvation Army***

- *Direct Supervision of seven staff members*
- *Develop safe activities to be performed in the water, administer first aid in any emergency situation, and maintain a safe environment for all the children at the waterfront area.*

2005 (summer) ***Waterfront Director, the Salvation Army***

Same as above.

2004 (summer) ***Athletic Director, the Salvation Army Camp***

- *Direct Supervision of staff member.*
- *Developed and executed different programs, plans, and strategies for sports development for children and youngsters.*

2002-2004 ***Warehouse Supervisor, My Family Supermarket***

- *Keep inventory of the merchandise.*
- *Unload trailers and stock the merchandise.*

2002 ***Package Handler, UPS***

- *Unload trailers*
- *Keep track of the packages destination codes.*

1998-2001 ***Computer Lab Director, the Salvation Army***

- *Daily Maintenance of a 25 system Computer Lab.*
- *Schedule Individualized work/program for children involved.*
- *Teach children (5-12 years old) how to use the computers and programs related to academic skills.*

1998-2001 ***Christmas Campaign Coordinator, The Salvation Army***

- *Responsible for the Coordination of fund raising in 12 locations in the city of Philadelphia, Pa.*
- *Responsible for Scheduling of 20 Salvation Army Volunteers and employees.*
- *Responsible for transportation to different stores for The Salvation Army Christmas Kettles.*

1999 ***High School Tutor, Philadelphia Department of Education***

- *Review and instruct the students with their homework and academic difficulties.*

Honors

- *Member of the National Honor Society.*
- *Member of Who's Who Among America.*

Languages

English and Spanish

Susan Mertz

15 Briarwood Drive
Simsbury, CT 06070
860-205-1771 (cell)
860-651-4518 (home)
susan.mertz@comcast.net

Professional Summary
Highly focused accounting professional with expertise in major accounting functions.

Professional Skills
- QuickBooks Implementation/Training/Support
- Budgeting/Forecasting
- Financial Reporting & Analysis
- Fixed Assets
- Month End Close
- Tax Returns
- Variance Analysis

Computer Skills
Proficient in Sage MIP, QuickBooks, Excel, Accpac, ProSystems Tax, Proprietary Accounting Systems. Knowledge of SAP, Powerpoint, Access, Outlook.

Work Experience
Staff Accountant, Our Piece of the Pie, Inc., Hartford, CT 06105 11/12-Present
Report to the Director of Finance. Responsible for monthly closings, journal entries, account analysis, bank reconciliations, cash receipts, grant financial reporting, budgets, audit schedules and special projects.
- Establish order in prior year financial files; taxes, audit reports, payroll and youth bank accounts.
- Create central grant file summarizing key grant points and compile all supporting documentation.
- Maintain records of all transactions for youth bank accounts.
- Provide supporting schedules for special projects.
- Complete financial reporting for grants.
- Prepare annual budget supporting schedules.
- Review monthly financial statements and provide to board.

Accountant, Ronald J. Begansky, CPA, Granby CT 06035 1/05-Present
Report to the Owner. Responsible for monthly accounting functions for clients, journal entries, account reconciliations, bank reconciliations, quarterlies, sales tax, property tax, insurance audits, and special projects. Prepare amortization and depreciation schedules. Prepare corporate and partnership tax returns.
- Successful implementation and administration of Quickbooks for small business clients. Work directly on site with clients to identify business needs. Define best practices and develop standard operating procedures for client. Train end-users on Quickbooks. Identify next steps. Monitor progress and conduct follow-up visits. Act in a help desk capacity for clients using Quickbooks.
- Complete account management includes taking raw data from clients, deciphering information, entering data into Quickbooks, preparing financials, bank reconciliations, and cash flow management for individual client.
- Ensure all clients' financial documentation is complete for tax preparation.

- Develop time saving strategies by creating Excel spreadsheets.

Accountant, Systematic Automation, Farmington, CT 06032 11/02-12/11
Report to the Owner. Responsible for journal entries, bank reconciliations, account analysis, prepare all necessary schedules and reconciliations for tax preparer. Review Financial Statements and make necessary adjustments.

Accountant, Canton Cycles, Winsted, CT 06038 2/01-10/10
Report to the Owner. Responsible for monthly closings, journal entries, account reconciliations, inventory reconciliation, prepare all necessary schedules and reconciliations for tax preparer. Reviewed Financial Statements and made necessary adjustments.

- Established a budget to monitor and control spending.
- Implemented change in accounting software.
- Initiated time saving strategies by creating Excel spreadsheets.

Susan Mertz

15 Briarwood Drive
Simsbury, CT 06070
860-205-1771 (cell)
860-651-4518 (home)
susan.mertz@comcast.net

Accountant, Long Island, NY 12/96-8/00
Part Time accountant for Schenck-Trebel, Cerini & Associates, Bridal Expo, Estee Lauder.

Accountant, American Recreation, Commack, NY 11725 7/93-11/96
Reported to the Assistant Controller. Responsible for monthly closings, financial statements, journal entries, account analysis, budget/expense analysis, inventory analysis and reconciliation, intercompany reconciliation, bank reconciliations. Prepared yearly budgets and audit schedules.

- Transition staff for merger with Bell Sports.
- Acted as a Consultant for staff in California during closing of New York location.

Business Manager, WALK FM/AM, Patchogue, NY 11772 9/89-1/93
Reported to Controller. Responsible for monthly closings, financial statements, account analysis, bank reconciliations, journal entries. Prepared yearly budgets and audit schedules.

- Implemented change in accounting software.
- Instructed staff in other locations in use of software.
- Reduced Open Receivables by establishing collection procedures.

Senior Accountant, Cablevision, Woodbury, NY 11797 4/86-9/89
Reported to Assistant Controller. Responsible for monthly closings, financial statements, journal entries, account analysis, calculation of statistical information. Prepared yearly budgets and audit schedules.

Junior Accountant, Gull Inc., Hauppauge, NY 11788 11/84-4/86
Reported to Controller. Responsible for monthly closings, account analysis, bank reconciliations.

Education and Training

- MBA, Finance, LIU C.W. Post, Brookville, NY 1991
- BS, Business Administration, St Joseph's College, Patchogue New York 1984

Community Activities

- Reclaim, Food Share, Bloomfield, CT, 2008-2010. Sort and examine food for distribution.
- Committee Chair, Cub Scouts Pack 76, 2001-2005. Responsible for operations and finances of 100+ members.