

**ATHENS**  
CITY SCHOOLS

**Request for Proposals (RFP)  
2018 Application Package**

**APPLICATION**

**March 1, 2017**

**Due On or Before April 1, 2017**

## Introduction

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The Athens City Board of Education as Charter Authorizer (ACBE) is pleased to invite proposals for a high-quality public charter school with priority given to conversion public charter schools seeking to open in the 2018-2019 school year or thereafter. The ACBE is charged with approving quality charter proposals that meet identified educational needs and promote a diversity of educational choices, and declining to approve weak or inadequate charter proposals.

Specifically, the Board seeks proposals for a startup public charter school with priority given to conversion public which will:

1. focus on providing students at-risk and/or with learning disabilities with specialized, individualized, innovative, and high-quality educational services through face-to-face or online experiences;
2. ensure faculty and staff that have outstanding special training and experience in administering state and federal laws related to at-risk and/or special needs students, such as the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.
3. handle all related logistical services in an experienced manner, such as school transportation for any students whose disability precluded or limited transportation, or in-home/institutionalized educational services where required by the individual needs of the particular student.
4. provide related services (such as speech therapy and occupational therapy) where needed by a student's individualized education program.
5. would be central to the district as a whole, to facilitate ease of travel and access for the parents and guardians of the students that it serves.
6. operate within the existing financial structure for public school funding set forth in Act No. 2015-3, and existing state and federal law;
7. demonstrate competence and success in managing such funding efficiently and within reasonable budgets;
8. increase educational opportunities for at-risk and/ incarcerated students economically or academically disadvantaged;
9. allow teachers and school administrators to have a direct voice in the operation of the school;
10. encourage the use of high-quality models of teaching, governing and scheduling;
11. provide for exceptional levels of results-driven accountability;
12. create expanded opportunities for involvement in the education system by students, parents and community members; and
13. accept and fully commit to serving all students who may attend or are enrolled (i.e., students with and without disabilities, incarcerated youth).

All new public charter schools approved through this process will be subject to the legal requirements set forth in Alabama School Choice and Student Opportunity Act, Ala. Code §16-6F-1, et seg, Act 2015-3.

## Applicant Types

In this RFP cycle, applicants will be considered in two groups, each of which has specific requirements. A **start-up public charter school** did not exist as a non-charter public or non-public school prior to becoming a public charter school. A **conversion public charter school** existed as a non-charter public school before becoming a public charter school.

Operators are defined as:

New Operators are nonprofit organizations which:

- Have never operated a charter school OR currently operate a charter school that has been open for less than one school year (regardless of location)
- Do not intend to employ an educational service provider OR intend to employ an educational service provider that has not operated a school for more than one year (regardless of location)

Existing Operators are nonprofit organizations which currently:

- Have one or more schools in operation nationwide which have been in operation for more than one full school year
- Intend to employ an educational service provider with one or more schools in operation for more than one full school year

## Evaluation Process

The public charter school proposal evaluation process includes four steps for review, summarized below.

### **Step 1: Initial Review of Charter Application.**

The Superintendent or Superintendent's designee will first review the charter application to determine if the applicant has met all the requirements to be considered for full review. If the application is complete the charter application will move on to step 2.

### **Step 2: Academic Review of Charter Application and Operational Review of Charter Application.**

This review will be completed by review team members specific to each area of the application.

### **Step 3: Full Team Review.**

Once each area has been reviewed by Team members specific to each area, the full review team will meet to discuss and review the application(s) as a whole. Once the full review team has discussed the completed application(s), they will then submit the

application(s) and details of discussions from the full review to the Athens City Board of Education for final review and approval or denial.

**Step 4: Board Review as Authorizer.**

The Board may, pursuant to Alabama Act 2015-03, approve or deny the application within 60 days of the submission of a complete application, by a resolution adopted at a public meeting of the Board. If the Board approves the application, it may include reasonable and appropriate conditions that the applicant must satisfy prior to the execution of a charter contract. If the Board denies the application, it will provide an explanation for the reasons for the denial.

- *In addition, at least with respect to the first few charter applications received by the Board, the Board may retain a consultant with knowledge in the area of charter authorizations in order to ensure that the Board is properly handling the charter authorization process (including a focus on the core principles of quality charter authorizers). With respect to each evaluator of the charter application, the Superintendent will review the potential for any conflict of interest, to ensure that no evaluator would be employed by or receive financial gain from the charter applicant or the proposed education service provider, or would otherwise profit from the results of the evaluation.*



## 2018 Request for Proposals Timeline

Milestone	Date
<b>Launch of Request for Proposals</b>	<b>By March 1, 2017</b>
<b>Prospective Applicant Informational Session or Webinar</b> This informational session will provide those interested in applying for a charter in this cycle with an overview of the process; high-level walkthrough of the application; and a detailed walkthrough of the application timeline and requirements.	<b>March 2017</b> <i>(exact date(s) TBD)</i>
<b>Deadline for Complete Proposals</b> All proposals must be submitted in complete/final form by this date.	<b>April 1, 2017</b>
<b>Evaluation Team Proposal Review</b> Evaluation teams will review each written proposal.	<b>April 1, 2017 – June 1, 2017</b>
<b>In-Person Interviews/Presentation</b>	<b>Week of May 15, 2017</b> <i>(exact date(s) TBD)</i>
<b>Public forum for residents to learn about and provide input on each application</b>	<b>Week of May 15, 2017</b> <i>(exact date(s) TBD)</i>
<b>ACBE Application Decisions</b> An approval decision may include reasonable conditions which the charter applicant must meet before the charter contract may be executed.	<b>By June 1, 2017</b>
<b>ACBE Reports Approval/Denial to ALSDE</b>  ACBE reports decision(s) to the Alabama State Department of Education, Public Charter Schools	<b>By June 1, 2017</b>
<b>Charter School Contract Execution</b> ACBE will execute a public charter school contract for all approved public charter school applications.	<b>By August 1 2017</b>

## PUBLIC CHARTER SCHOOL APPLICATION INSTRUCTIONS

This application is based on all key public charter school application components required by the Alabama School Choice and Student Opportunity Act, Ala. Code §16-6F-1, et seq, Act 2015-3. Therefore, the Athens City Board of Education requires all start-up and conversion public charter school or program applicants to use this application form.

**1. At a minimum, read and become familiar with the following documents:**

- *Alabama School Choice and Student Opportunity Act (Act 2015-3)*
- *Public Charter School Rules and Regulations*
- *\*Principles & Standards for Quality Charter School Authorizing (2012 Edition)*  
\*Taken from National Association of Charter School Authorizers (NACSA)
- Other Alabama State Department of Education Public Charter Schools resources and links found at [www.alsde.edu](http://www.alsde.edu)
- Applicable federal laws

**NOTE: The content of this application must rely significantly on the information shown above.**

**2. Complete all information in each section of the application in the order in which it is listed:**

**I. Formal cover letter to the Athens City Board of Education signed and dated by the appropriate applicant governing board member and/or key school leader.**

- **Acknowledgement and Attribution**
  - *The cover letter must include a statement of acknowledgement and attribution, as discussed in the introduction of this document, if applicable.*
  - *Likewise, the charter authorizer's public charter school application must also require that the public charter school applicant acknowledge and attribute professional entities' permission to use their resource, if applicable.*

**II. Cover Sheet and Enrollment Projections**

**III. Executive Summary**

**IV. Section 1. Educational Program Design and Capacity**

- Program Overview
- Curriculum and Instructional Design
- Student Performance Standards
- High School Graduation Requirements
- School Calendar and Schedule
- School Culture
- Supplemental Programming
- Special Populations and At-Risk Students
- Student Recruitment and Enrollment

- Student Discipline
- Parent and Community Involvement
- Educational Program Capacity

**V. Section 2. Operations Plan and Capacity**

**Governance**

- Legal Status and Governing Documents
- Organizational Chart
- Governing Board
- Advisory Bodies

**Staffing**

- Staffing Structure
- Staffing Plans, Hiring, Management, and Evaluation
- Professional Development
- Performance Management

**Facilities**

- Part A. Existing Public Facilities (If available)
- Part B. Independent Facilities
- Start-Up and Ongoing Operations
- Operations Capacity

**VI. Section 3. Financial Plan and Capacity**

- Financial Plan
- Financial Management Capacity

**NOTE: Each section of this application must be accurately completed and submitted before the Athens City Board of Education will review the application to become a public charter school in the proposed local school board jurisdiction. The application must be fully executed (signed and dated) in all pertinent sections where indicated for it to be deemed under submission and ready for review.**

3. Use a legible font and point size throughout the application.
4. The original hard copy of the application must be received by the Athens City Board of Education in sufficient time for Board review and approval and to allow for a successful opening of school OR no later than November 30, 2016.
5. Scan and electronically mail the completed application to [rick.carter@acs-k12.org](mailto:rick.carter@acs-k12.org). Mail or hand-deliver the completed hard copy with original signatures to:

Athens City Board of Education  
 ATTN: Dr. Rick Carter  
 Athens City Schools

- Student Discipline
- Parent and Community Involvement
- Educational Program Capacity

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Athens City Board of Education  
 ATTN: Dr. Rick Carter  
 Athens City Schools

455 US HWY 31 North  
Athens, AL 35611

6. The Athens City Board of Education will notify the public charter school applicant contact person regarding the school's application status upon completion of a review of the application.
7. For technical assistance, contact Kimi Riggins or Logan Searcy at [pcs@alsde.edu](mailto:pcs@alsde.edu) or 334-353-1815.
8. For specific information related to current staffing, enrollment numbers, or various programs offered through Athens Renaissance School (ARS), contact Director of Innovative Programs, Dr. Rick Carter, at [rick.carter@acs-k12.org](mailto:rick.carter@acs-k12.org) before the application close date of April 1, 2017.

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### **ATTACHMENTS REFERENCED IN APPLICATION**

**Attachment 1**—Overview of Planned Curriculum

**Attachment 2**—School's Curriculum

**Attachment 3**—Complete Set of the School's Proposed Learning Standards for Each Grade the School Will Serve

**Attachment 4**—School's Exit Standards for Graduating Students

**Attachment 5**—Annual Academic Schedule, Including Proposed Calendar for the First Year of Operation, and Including Total Number of Days/Hours of Instruction

**Attachment 6**—Structure of the School Day and Week, Including Number of Instructional Hours/Minutes for Subjects, Length of School Day, Start and Dismissal Times, Reason Schedule is Optimal for Student Learning, Minimum Time Per Day/Week Devoted to Academic Instruction By Grade, and Sample Daily and Weekly Schedule

**Attachment 7**—School Enrollment Plan

**Attachment 8**—School's Approach to Student Discipline

**Attachment 9**—Plan to Inform Students and Parents of School Discipline Policy

**Attachment 10**—Qualifications, Resume, and Professional Biograph of Principal/Head of School Candidate

**Attachment 11**—Job Description or Qualifications, Timeline, Criteria, and Recruitment/Selection Process for Principal/Head of School Candidate (if not hired)

**Attachment 12**—Qualifications, Resumes, Professional Biographies of School's Leadership/Management Team Members

**Attachment 13**—Proof of 501(c)3 Non-Profit Status and Federal Tax-Exempt Status (or copies of filings for such)

**Attachment 14**—School Governing Documents Already Adopted (such as Board Policies)

**Attachment 15**—School Organizational Chart

**Attachment 16**—Governing Board Bylaws

**Attachment 17**—Complete Staffing Chart

**Attachment 18**—Personnel Policies or Employee Manual (if developed)

**Attachment 19**—Leadership Evaluation Tool(s)

**Attachment 20**—Educator Evaluation Tool(s)

**Attachment 21**—Facility Memorandum of Understanding or Proof of Intent to Secure Facility and Brief Description of Location, Size, Amenities

**Attachment 22**—Supporting Documents Providing Details of Facility

**Attachment 23**—Detailed Start-Up Plan for School

**Attachment 24**—School Transportation Plan

**Attachment 25**—School Insurance Coverage Including Description and Levels of Coverage

**Attachment 26**—Budget Narrative Including Detailed Description of Assumptions and Revenue and Expense Estimates, Etc.

## **INTRODUCTION**

### **PURPOSE**

Applications for a start-up public charter school must be submitted to the local school board in which the public charter school will be located if the local school board has elected to be an authorizer of charter schools. Each applicant must first check with the local school board to ascertain whether it is an authorizer of charter schools (please also refer to the Alabama State Department of Education Public Charter School Web site for a list of approved authorizers). If the local school board is NOT a registered authorizer or if an application to form a public charter school is denied by the local school board, then the application will be denied and the applicant may apply directly to the Alabama Public Charter School Commission as the authorizer. The authorizer will evaluate the application and approve or deny the application for a start-up public charter school based on the educational needs identified by the authorizer. The authorizer cannot approve a public charter school application that includes a parochial or religious theme or includes admission requirements for students, such as financial means, academic proficiency, or particular skills or competencies. If the applicant intends to contract with an education service provider for substantial education or management services, this relationship must be articulated in the public charter school application. *NOTE: This application form addresses all required components of Requests for Proposals stipulated in Act 2015-3, Section 7. (a)(8).*

### **TAILORING TO SPECIFIC NEEDS**

All of the information contained in the startup public charter school application must reflect the original work of the applicant. No portion of the application content may be appropriated as original product.

### **ATTRIBUTION**

Some professional entities allow non-commercial reuse of content when proper attribution is provided. If a charter applicant elects to use another professional entity's content or work product, the applicant must seek the entity's permission for reuse and then meet its requirements for reusing, acknowledging, and attributing the work back to the entity.



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## COMMISSION'S ACKNOWLEDGMENT AND ATTRIBUTION

The Alabama Public Charter School Commission appreciates and acknowledges the Alabama State Department of Education, Public Charter Schools Section; the National Association of Charter School Authorizers (NACSA) at <http://www.qualitycharters.org/>; and the Washington State Charter School Commission at <http://charterschool.wa.gov/> for granting permission to review, modify, and use their application forms to create this start-up public charter school application for use by the Alabama Public Charter School Commission. By combining components of the NACSA and the Washington State Commission's documents, the Commission was able to tailor this application to meet the needs of Alabama's start-up public charter schools pursuant to Alabama law.

# Cover Sheet & Enrollment Projection

ALABAMA PUBLIC CHARTER SCHOOL COMMISSION—FEBRUARY 5, 2016

Name of proposed school: Teens Path to Success At-Risk Youth Education Program

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Primary contact person(s): Angie Griffin

Mailing address: 4812 Commercial Drive, Huntsville, AL 35816

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Street/ PO Box

City

State

Zip

Phone: (day (256) 384-1902) (evening) (256) 384-1902

Email address: pathtodiploma@gmail.com Fax: 256-772-9854

Primary contact for facilities planning: Angie Griffin

Phone Number: 912-506-9552, E-mail: Pathtodiploma@gmail.com

Name of entity or interest group applying: Teen's Path to Success

Names, roles, and current employment of all persons materially involved in the preparation of this application or the organization or governance of the proposed school (*you may add*

lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Angie Griffin	Education Director, Pinnacle Behavioral Health	Education Director, Teens Path to Success
Rick White	Guidance Counselor, Pinnacle Behavioral Health	
Aletha Howie	Director of Special Education, Pinnacle Behavioral Health	
Lisa Ondocsin	Credit Recovery Coordinator, Pinnacle Behavioral Health	
Jennifer Bellman	Lead Teacher, Pinnacle Behavioral Health	

Does this applicant entity or interest group have charter school applications under consideration by any other authorizer(s) in the United States? \_\_\_\_\_ Yes  
 \_\_\_\_\_X\_\_\_\_\_ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Provide school opening information.

Opening Year	*Geographic Area	Opening Grades	Grade Levels at Full Enrollment
2017	Alabama County Correctional Facilities	7-12	7-12

\*Identification of geographic area may be as specific as a school zone or as general as the school district targeted for school location but it must include the name of the local education agency (LEA) with authority over the area of the proposed school. Additionally, it may also include a specific neighborhood or school with the LEA.

Model or focus of proposed school (e.g., arts, college preparation, dual-language, and/or other):

Education and mental health services for at-risk and/or incarcerated students.

Does the school intend to contract with a third-party education service provider (ESP) to manage the educational program and operations of the school?

Yes                       No

If Yes, identify the ESP or other partner organization:           to be determined          

Does the school intend to partner or be affiliated with an organization through which a single governing board governs or will govern multiple schools?

Yes                       No

If Yes, identify the organization: Athens Renaissance School

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**Proposed Principal/Head of School Information (if identified):**

Name of proposed principal candidate: Angie Griffin

Current employment: Pinnacle Behavioral Health

Daytime phone: 256-384-1902 Cell: 912-506-9552

E-mail: PathtoDiploma@gmail.com

## Executive Summary

The executive summary should provide a concise statement/synopsis of the following:

- The proposed plan for the school.
- The geographic and population considerations of the school environment.
- The challenges particular to those considerations.
- The applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

- 1. Mission and Vision.** State the mission and vision of the proposed school. The mission statement describes the fundamental purpose of the school, relating why it will exist. The vision statement outlines how the school will operate and what it aims to achieve in the long term. The mission and vision statements provide the foundation for the entire proposal.

The mission and vision statements, when combined, should:

- Identify the students and community to be served.
- Illustrate what success will look like.
- Align with the purposes of the *Alabama School Choice and Student Opportunity Act* (Act 2015-3) and the authorizer stated priorities for schools.

### ***VISION***

The vision of Teen's Path to Success (TPS) is to develop adolescents and young

adults who are self-directed, educated, and contributing members of society. To support this vision, we resolve to provide an environment of respect, acceptance, skill development and challenge, which fosters the personal development and emotional growth of our students. This plan will incorporate academics, mental health supports, and behavioral management strategies.

### ***MISSION***

The mission of Teen’s Path to Success is to educate at-risk students by administering a specialized program to meet the academic needs of each individual, resulting in the continuation of student success or overcoming academic challenges. Using a holistic approach, the net result is to provide the necessary means for each student to meet the standard requirements for continued academic success, including grade level achievement, graduation, and other appropriate goals. The targeted student population will include, but not be limited to, the socio-economically disadvantaged, at-risk minorities, exceptional learners, and incarcerated youth.

- 2. Educational Need and Anticipated Student Population.** Describe the anticipated student population, the students’ anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with student enrollment eligibility and selection criteria.

Teen’s Path to Success (TPS) is dedicated to providing learning support to

students who are often overlooked and underserved within conventional educational settings. TPS recognizes that each student is unique in their educational needs and in their mental health challenges. Students who have been assisted by TPS in the past are those that have traditionally struggled with school work, elicited severe behavioral difficulties, and are frustrated at their lack of academic progress. These students often suffer from underlying mental health issues that require targeted therapeutic services that at-risk students and families would normally have difficulty accessing. TPS understands that, at their core, at-risk students seek to be recognized, validated, educated, and supported with opportunities to improve beyond their past behaviors.

These students often function at a greater capacity academically in small learning groups where they can receive more one-to-one instruction from teacher and facilitators. TPS would utilize an online curriculum that matches the Alabama Department of Education and Common Core Standards to maximize the learning potential of enrolled students. This type of curriculum delivery will allow students who are still of high school age but who may exhibit extreme learning gaps, be behind in grade levels or class credits the ability to obtain the goal of returning to their correct cohort. Students who have already reached an age beyond that of a normal high school student would be able to resume their education where they left off and move forward with the goal of completing the Alabama requirements for a high school diploma. Curriculum and teaching would be delivered to students in existing facilities in counties throughout Alabama where they are living.

TPS will have state certified and highly-qualified staff that have experience working



with at-risk student populations. The educational model of TPS is one that has been proven to work for students that are unable to succeed in a more traditional education atmosphere but who desire to achieve their educational goals. The TPS team should be highly motivated and aware of the challenges that working with severely at-risk incarcerated students can present.

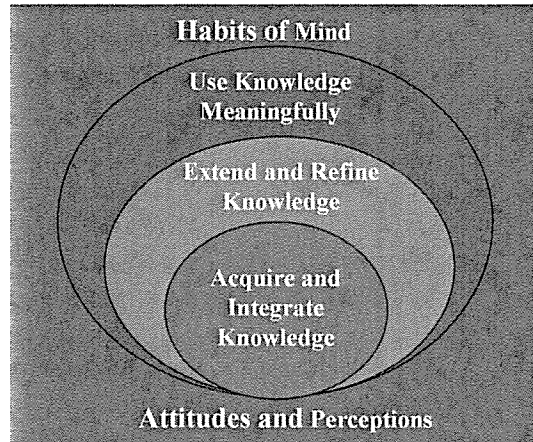
TPS understands that incarcerated students need more supports outside of the academic services. These mental health challenges often manifest in at-risk students as negative behaviors both inside and outside the normal school setting. These therapeutic services will be offered to all students as an extension of the program and could be delivered on an individual, group, and/ or family basis. These therapeutic services will be provided by licensed professionals who have experience working with at-risk student populations.

**3. Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiable of the school model. Describe evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school is projected to do more effectively than the schools that are now serving the targeted population and how the school plans to achieve its goals.

TPS will offer Alabama at-risk youths the opportunity to receive a high quality educational model, designed to bridge learning gaps, recover credits, and remain on track for

graduation. Students will have access to online curriculum for grades six to twelve, and be between the ages of 14 and 21. This will allow older students to recover classes and grade levels that they may need in order to progress in earning their high school diploma, as well as allowing younger students to remain in and/or progress within/to their appropriate grade level. The curriculum delivered will meet Common Core guidelines and Alabama state standards.

TPS will incorporate Robert Marzano’s “Dimensions of Learning” into our classrooms and align with Alabama College and Career Readiness Standards (CCRS). By using “Dimensions of Learning”, students will develop their ability to think critically through the guidance of teachers and facilitators. Dimension one, “Attitudes and Perceptions” is a critical element in educating this population. TPS staff will be trained to interact with students without judgment to build a trusting relationship, where the student feels safe in the learning environment. Building academic confidence will allow for dimension two, “Acquire and Integrate Knowledge”, to grow authentically. Students will gain declarative and procedural knowledge in order to move on to dimension three, “Extend and Refine Knowledge” and dimension four, “Using Knowledge Meaningfully.” In dimensions two through four, teachers will use levels of Bloom’s Taxonomy to instruct the students in gaining new learning through investigating questions and solving problems. Dimension five is “Habits of Mind”. This phase is a culmination of what was learned previously. The study skills, classroom practices, and process of learning becomes a “habit” for the student who has now gained critical and self-regulated thinking skills.



4. **Community Engagement.** Describe the relationships that have been established to generate community engagement in and support for the proposed school and how needs and/or solicited support for the school have been assessed. Briefly describe these activities and summarize the results.

Targeted student will be at-risk and/or incarcerated and not enrolled in any other educational programs or schools. These students have the right to quality education under state and federal law.

5. **Leadership and Governance.** As an attachment, list the members of the school's

proposed leadership team and governing board, including their roles with the school, their current job titles and employers, and full resumes (including contact information and professional biographies for each individual listed).

The governing board of directors will be selected by June 1, 2017.

Edith Pickens and Cindy Conrad will serve as the board member for Teen's Path to Success.

**6. Enrollment Summary.** Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 2017__	Year 2 2018__	Year 3 2019__	Year 4 2020__	Year 5 2021__	At Capacity 2022__
9	<b>85</b>	<b>90</b>	<b>110</b>	<b>120</b>	<b>130</b>	<b>130</b>
10	<b>85</b>	<b>90</b>	<b>110</b>	<b>120</b>	<b>130</b>	<b>130</b>
11	<b>90</b>	<b>110</b>	<b>115</b>	<b>130</b>	<b>145</b>	<b>145</b>
12	<b>90</b>	<b>110</b>	<b>115</b>	<b>130</b>	<b>145</b>	<b>145</b>

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Due to the transient population TPS will be serving, it is difficult to project the number of students that will be served. The number reflected above for 2017 represents the current

number of students being served. By working with each facility, TPS will expand as needed to accommodate the number of students needing educational services without compromising quality.

ALABAMA PUBLIC CHARTER SCHOOL COMMISSION—FEBRUARY 5, 2016

# Section 1. Educational Program Design & Capacity

## Education Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the research-based evidence that has demonstrated success for this education program with the anticipated student population.

### **A New Paradigm in Education**

Students who find themselves at risk or in a situation of becoming an incarcerated juvenile or young adult, often do so through the culmination of choices that result in negative outcomes. These juveniles or young adults have thusly found themselves removed from the ordinary environments of education and require extraordinary educational supports in order to retain knowledge and reignite their path toward graduation. Students who have found difficulty functioning in the confines of a regular education setting will be allowed to thrive while taking advantage of online coursework and learning at a pace where they are comfortable and reassured.

Research conducted by the RAND Corporation, in conjunction with the United States Department of Justice, found that, “The preponderance of evidence about personalized instructional approaches in juvenile correctional settings is positive for degree (diploma) completion, based on one level-5 study. It is also positive for employment based on one level-5 study (Davis, Steele, Bozick, Williams, Turner, Miles, Saunders, Steinberg) (p.41) (use footnote in actual writing). This shows that personalized instruction can have a significant impact on the positive outcomes for juvenile students who receive education while incarcerated. Further, this authors go on to state that, “This study has demonstrated that education programs . . . may help youth involved with the juvenile justice system to improve their education and employment prospects” (p. 90) It is the belief of TPS that every juvenile deserves access to an education that can enrich their lives and return them to society a more well-rounded individual capable of ingratiating themselves back into society at large.

Technology as a tool plays a role in the lives of people across all spectrums. It is deeply integrated into society and continues to be pivotal in the advancement of all aspects of life from the personal to the professional. The use of technology to deliver educational content continues to rise throughout the United States and has been integrated at all levels of education from elementary to postsecondary. This integration of technology for content delivery to juvenile or young adults will give them the opportunity to utilize technology, perhaps for the first time, for the purposes of learning and allow them to become familiar with a category of learning that may last a lifetime and serve them well as they transition into the workforce or higher aspirations of education.

### **Innovative Learning for a 21st Century Classroom**

The highly-qualified, state certified teachers grade student work and provide feedback plus encouragement to students and monitor student progress and success. They respond quickly to student questions or concerns via emails and messages through the closed on-line educational system. Weekly progress report data is prepared for students and includes their current grade, end date reminders, recommendations concerning student pace, progress, performance, and remediation as needed or identified.

The instructional program used by students will be fully aligned to Common Core and Alabama Standards and is separately accredited by AdvancEd for its content. Students will be able to take full courses in mathematics, English language arts, history, and science. Students will also have access to a full range of elective courses that students will find both personally interesting and academically challenging. Many of these elective courses also align to the Alabama College and Career Ready Standards (CCRS) to allow students the opportunity to gain knowledge in real areas of vocational options that will benefit them beyond their present educational needs.

In order to ensure that students have access to the knowledge they need to be successful once they leave the classroom they will have the ability to enroll in their choice of over 100 Career and Technical Education (CTE) courses. These courses are located in all 16 nationally recognized Career Clusters and learning can be personalized for each student to best pique their interest. Course options in this area are continuing to expand with exciting new opportunities coming for juvenile and young adult students



to gain valuable insight into what could be future careers.

Students who may become interested in more advanced and rigorous coursework can be considered for any of the eight advanced placement courses available. These courses are approved by the College Board and is complete with syllabi that have also garnered approval. Students will be uniquely challenged by taking a step in the direction of the type of blended learning and high-level course work they would expect to see once entering community college or university online education courses.

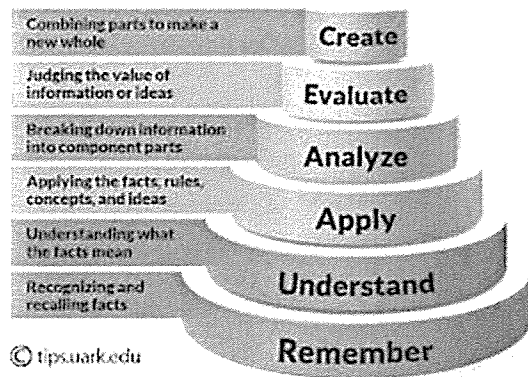
### **Empowering Students**

Students will find that each subject area is divided into individual units and, within these units, individual lessons. This allows students to see their progress at each step of the learning process and be able to measure in real-time their own achievement in each course. The courses are taught by highly-qualified, state certified teachers who are experienced in synchronous and asynchronous instruction with students who are in a learning environment.

### **Tested Methods**

Teaching and learning will follow the steps of Bloom's Taxonomy as students work through their coursework toward the completion of their educational expectations. This taxonomy of learning is a tried and true method for the measurement of teaching and

learning outcomes.



Students will begin their learning through the use of pre-tests for each educational concept as a way of early formative assessment to reveal existing student knowledge. This testing will also be used to guide instruction and to assist facilitators with a better understanding of student learning needs. This type of pre-testing for students gives them the opportunity to achieve the bottom three levels of Bloom's Taxonomy by using knowledge they may already have and remembering it, understanding it, and applying it.

Students would then move on to the lesson portion of each educational concept. In this area students will be required to analyze and evaluate information through guided practice lessons. These lessons are interactive and allow students to analyze and evaluate concepts by the manipulation of on-screen activities that are seamlessly integrated into the learning process. During the course of each unit of a subject studied

students will be allowed to undertake written projects that allow them to put what they have learned into practice thus reaching the highest level of Bloom's Taxonomy.

### **Finding the Gaps and Filling Them**

Students entering the program will be given assessment testing in the areas of mathematics, reading, and language arts in order to glean data on student learning levels and ascertain potential learning gaps. This data will be used by facilitators to differentiate instruction for students and fill learning gaps where they are found. An Individualized Academic Plan (IAP) will be produced, based on the gathered student assessment data, for each student by an educational treatment team comprised of the school management team to create a guide for student academic goals. This plan will be updated on a nine week basis by the educational treatment team to assess any achievements or continued deficits. In the event of achievements, the educational treatment team will either continue the IAP unchanged if progress is made but goals have not yet been met or create new student goals if goals have been achieved. In the event of continued deficits, the educational treatment team will use data to identify why deficits exist and how best to move toward eliminating those deficits through further differentiating instruction, creating more one-on-one learning opportunities, or providing additional supports for students.

TPS will administer the content directly to all students utilizing an online curriculum, delivered by qualified teachers, professional facilitators, and learning support specialists in the classroom for direct instruction and assistance. Students will be assigned courses based on their academic needs as determined by an evaluation of their existing

transcript.

## Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed applicable standards of academic proficiency.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

A teacher and/or facilitator will be present daily for face-to-face instruction, academic support, and delivery of lessons. Students will work at their own pace, with guidelines provided by instructors. Our model will allow for numerous students to work in one room, while doing the courses they are required to take in accordance with their IAP. The facilitator and/or teacher can circulate to individual students who require assistance. At other times, the teacher or facilitator may pull small groups together for direct instruction, or deliver broad content to the entire class. The number of students in the classroom will be limited. This will be decided by TPS and each individual facility.

2. Provide an overview of the planned curriculum, including, as an **attachment (Attachment 1)**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In an **attachment (Attachment 2)** explain the school's curriculum; its correlation to the Alabama standards; the specific instructional materials to be used to implement the curriculum; and the process your school will follow to evaluate, review, and revise its curriculum on

an annual basis.

**See attachment 1 and attachment 2**

3. Describe the primary instructional strategies that the school will expect educators to use and why they are well suited for the anticipated student population. Describe the methods and systems that educators will utilize to provide differentiated instruction to meet the needs of all students.

*Student-Teacher Conferences* - Students and teachers engage in one-on-one informal and formal discussions involving student work and academic progress. Conferencing gives students individual attention to receive positive and constructive feedback, ask questions, and discuss academic goals.

*Student Goal Setting*- By making an Individual Academic Plan (IAP) for each student, students will have long term, broad goals. Teachers and students can work together to set short term goals that students can work towards, keeping their long term goals insight. By achieving short term goals, students will gain confidence in their academic abilities.

*Close Reading*- An approach to examining a variety of complex texts in order to uncover layers of meaning that lead to deeper comprehension. By looking closely at an author's work, the students will gain a better understanding of the content, leading to higher level thinking. Students will be examining imagery, figurative language, word choice, sentence structure, central idea, tone, point of view, and voice.

*Activating Prior Knowledge*- Teachers can use many strategies to help students activate their prior knowledge on a specific topic. Cues and questions are two

effective strategies used to prompt students to recall what they have already learned. Teachers can also guide students in correcting misinformation. Students can then use their prior knowledge to connect to new learning (see below).

*Making Connections* - By activating prior knowledge, students will connect their new learning on a subject to what is already stored in their long term memory. The old and new information will link together as a unit.

*Current events*- When appropriate, teachers may use current events that are relevant to subject area curriculum. Using current events will connect student learning to present day experiences. With the population we are serving, current events will provide an avenue for learning about society and the world in general.

*Direct Instruction*- Students will receive some direct instruction of material. In the curriculum model, direct instruction will occur when necessary to provide essential information that is fundamental for understanding the online content. Lectures and modeling may occur one-on-one, in a small group, or a whole class setting.

*Document-Based Questions (DBQ)* - Using various documents, such as historical writings, speeches, maps, charts, artwork, and political cartoons, students will answer higher level thinking questions. Teachers will construct the questions using Bloom's Taxonomy to direct students to analyze and evaluate the document(s) and provide an extensive response through written essay, short answers, or creative means.

*Formative Assessments*- Teachers will use a variety of formative, or informal,

assessments to gauge the student's level of understanding as the learning occurs. These assessments quickly allow teachers to adjust their pacing and scaffolding to meet the needs of the students.

*Note Taking-* Note taking is a skill that will be taught to students. Through modeling, students will learn a variety of note taking strategies with a goal of learning which ones work best for them. TPS teachers will be trained in using and teaching note taking to facilitate higher levels of comprehension. Teachers will instruct students on strategies such as question based notes, 5Ws and H chart, graphic organizers, vocabulary 4 square, GIST, Cornell Notes, SCORE, and Talking to the Text.

*Cross Curricular Activities-*Integrating curriculum is of major importance to mastery of skills, such as reading and writing. TPS strongly believes that every student needs to have learning blended so that instruction is not limited to one subject area. Engaging students and offering challenges will lead the learner to higher levels of integration.

*Modeling-* Teachers will demonstrate steps or processes that one goes through to get to the desired learning outcome. "I do, we do, you do" is a strategy that can easily be adapted to many classroom activities. First the teacher demonstrated the steps. Then, the students or class does it together with the teacher. Finally, students try independently. By modeling, students gain confidence before doing the work on their own.

*Journaling-* Journaling is a proven way for students to have inner reflection on their thoughts and feelings. Used as a free-writing tool, students will disclose reasons for actions and behaviors that would otherwise be known, fitting into the TPS's

therapeutic philosophy.

*Read-aloud-* Although this is primarily used in elementary grades, read alouds are beneficial to the population that TPS will be serving. In many cases, students will be struggling with reading skills. By reading to the students, teachers model fluency, expression, and interacting with texts.

*Providing Recognition-*In order to provide recognition for efforts and accomplishments, TPS teachers must display the highest levels of praise. Praise, both intrinsic and extrinsic, is crucial in developing a sense of self-worth. This factor is missing in at-risk youth. TPS seeks focus on emotional issues as well as academics.

## **Student Performance Standards**

Responses to the following items regarding the proposed school's student performance standards must be consistent with applicable state and authorizer standards.

1. Describe the student performance standards for the school as a whole.

TPS recognizes that each student will come with their specific needs. Our students will each receive an Individual Academic Plan (IAP) to catch them up to grade level, or keep them on grade level. Some students will need credit recovery service, special education services, and counseling services. By offering these services to students, they will be better prepared for their transition from the county facilities where TPS will be educating them. TPS's student performance standards will revolve around Alabama State Standards and Common Core Requirements. We



expect students to pass their courses with a minimum score of 60 percent.

2. Provide, in an **attachment (Attachment 3)**, a complete set of the school's proposed learning standards for each grade the school will serve. Address the skills and knowledge each student will be expected to attain by the end of each grade. Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.

**See attachment 3**

3. If you plan to adopt or develop additional academic standards beyond the applicable state and authorizer standards, explain the types of standards (e.g., content areas, grade levels, and/or others). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example and explain how these additional standards exceed applicable state and authorizer standards.

TPS does not plan to adopt additional standards at this time.

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Students will be promoted to the next grade level based on credits they have earned, in accordance to Alabama educational law. By conferring on a regular basis, students will have a clear understanding of what credits they have earned and what courses still need to be taken in order to be promoted to the next grade and/or graduate. Parents will be informed of their child's academic progress through letter, email, phone conversation, and/or conference. Parents are always welcome to contact us with questions.

5. Provide, in an **attachment (Attachment 4)**, the school’s exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

**See attachment 4**

## High School Graduation Requirements

High schools will be expected to meet the applicable state and authorizer graduation requirements.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed applicable state and authorizer standards, explain the additional requirements.

Students will be using a curriculum that meets both Alabama and Common Core standards. After the completion of the student’s Individual Academic Plan (IAP) using prior transcripts, students and teachers/facilitators will know what courses are priority to complete for their grade level. Students will work through the online courses with support of the teachers and facilitators. Elective courses will be offered based on the online program’s availability. Once the course is completed, it will be added to the student’s transcript and their GPA will be calculated.

Student GPA will be calculated on a 4.0 scale. The transcript will contain the completed courses taken, either for credit or not for credit, and will show a credit or half credit for completed courses, depending on state requirements for said course,

or no graduation credit if the course is taken but failed. Transcripts will also include total number of credits completed, total number of credits attempted, the cumulative GPA, and the graduation date of student, if applicable.

2. Explain how the graduation requirements will ensure students' college or career readiness, and/or both, or other postsecondary opportunities (e.g., postsecondary education, career/technical training, military service, or workplace readiness).

Students who meet the graduation requirements with TPS will have the same opportunities for postsecondary education, career/technical training, military service, or workplace readiness as any other high school graduate. TPS will work toward AdvancEd accreditation by hiring professionals with accreditation experience. Earning a diploma from TPS is a valuable asset to each student's future.

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

All of the students that TPS will be working with are at-risk. By offering Individual Academic Plans (IAP), individual and group counseling, and special education services, TPS will strive to ensure no student chooses to drop out of their education.

Should a student need more credits that can be earned in their cohort graduation year, TPS will offer credit recovery services. Students who are candidates for credit recovery will be identified in their IAP. Instead of being paced for regular grade level courses, students can work to earn more credits in a single year, in hope of graduating on time. Teachers and facilitators have specialized pacing guides so that students are able to work through the curriculum at a faster pace without sacrificing the requirements for each course.

If a student expresses a desire to drop out, even after the options and services explained above have been exhausted, a conference will be held with the student to get a clear understanding of his or her future plans. In this meeting, TPS counselor(s) and the student will make a workable post high school plan. This may include GED practice and tutoring, and career planning. Parents will also be notified of their child's decision to discontinue academic services.

## School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In an **attachment (Attachment 5)**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

TPS may operate as a year round school. This is to accommodate the students with educational gaps and needs. Since they will be in a contained environment for varying lengths of time, the IAP will dictate the needs of each students and how to address those needs for the time each students is with TPS.

2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for subjects such as English language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. This response should include, in an **attachment (Attachment 6)**, a sample daily and weekly schedule.

Due to the uniqueness of the proposed program, TPS recognizes that a daily and weekly schedule will need to be adjusted for each facility. Each facility will

have a variant in student numbers, classrooms sizes, and hours allotted for education. TPS will operate on a four hour per day schedule for classroom instruction and additional time for tutoring, therapeutic services, conferences, learning support services, and further supports as the facilities allow. Therapists may use core instruction time, if needed, to pull students for individual therapeutic sessions. The daily schedule will operate Monday through Friday each week, unless a change is necessary to accommodate all students. If so, the schedule will be revised for that facility. The length of each class will be 45 minutes per class per day. However, more time may be offered to each student during the tutoring time.

## School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The demographics of the students will be adjudicated or at-risk youth who struggle academically. TPS understands that they may have incomplete transcripts and severe learning gaps. Because the population will be extremely at-risk, TPS will use Restorative Justice Practices, and Positive Behavior Interventions and Supports (PBIS) in order to create an environment that is conducive to academic success and a positive educational milieu.

In order to create a calm atmosphere to promote learning, TPS will introduce the acronym RAISE to the students to ensure their behavioral success. Students will be taught that, while in school, RAISE (Respect, Accountability, Integrity, Self-Awareness, and Excellence) is expected. Teachers, facilitators, and administrators

will model these attributes on a daily basis in their interactions with each other and the students. Following TPS's vision, character building lessons will be taught to students to enable them how to become productive citizens upon leaving the facility.

2. Explain plans for creating and implementing this culture for students, educators, instructional leaders, and parents starting with the first day of school. Describe the plan for transitioning students who enter school mid-year into the school's culture.

RAISE is the backbone, or underlying tone, to all that TPS does. Beginning with TPS staff, educators, instructional leaders, counselors, therapists, and administrators, TPS will offer mandatory professional development on implementing RAISE. Those working directly with the students will be charged with implementing character building into the daily routine.

Regardless of when students enter the program, during orientation, they will be introduced to RAISE and made aware that this is the expectation for all. RAISE will need to be reviewed with students often and they will need to be reinforced through examples (discussion, news articles, video clips, etc.) Praise will be given to students when they exhibit one of the character traits.

By using RAISE to create a safe and equitable environment, TPS is also conforming to Robert Marzano's "Dimensions of Learning". Dimension 1 stresses the need for implementing an atmosphere of respect and emotional safety in order for students to learn. When RAISE is practiced by all, dimension 1 will be in place and students will be ready to move into dimensions 2 through 4, where new learning is taking place.

3. Explain how the school culture will take account of and serve students with disabilities, students who are English learners (EL), and any students who are academically below grade level.

The school's overarching culture will integrate all students and follow the mission of the school. Special education students and English learners who are below grade level will, like all students, have an Individual Academic Plan (IAP). The IAP will determine the course of action TPS will follow to assure these students' needs are met. TPS will provide credit recovery services, one-on-one instruction, goal setting, pacing guides, and other necessary services to Special Educations students, EL, and those in need of credit recovery.

## Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for summer programs.

TPS may provide year-round education depending upon enrollment. This is not a typical "summer school", rather a continuation of the school year. Services will be extended at the facilities to accommodate student's educational needs. Students will receive an IAP, regular education services, counseling services, special education services, and credit recovery. Enrollment numbers will dictate staffing needs during summer.

2. Describe the extra- and/or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded and delivered.

TPS will not be offering extracurricular programs at this time.

3. Describe the programs or strategies that will be used to address students' mental, emotional, and social development and health.

TPS's program is unique in that it offers therapeutic services to students in conjunction with their education, by partnering with an education service provider, offering a holistic approach in rehabilitating the child. The therapeutic staff will use cognitive behavior therapy during individual and group sessions.

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

TPS will follow Positive Behavior Intervention and Supports (PBIS) and Restorative Practices as outlined by the International Institute for Restorative Practices (IIRP).

By utilizing PBIS into the program, TPS will proactively encourage appropriate behaviors. This will allow for students to focus on their learning goals as planned in their IAP. TPS uses a proprietary behavior point's sheet that documents students' behaviors. Points are accumulated by exhibiting positive behaviors that lead to academic success. The points are tallied daily and weekly for small rewards. The rewards will be determined by TPS and the facility staff to ensure that the rewards do not interfere with facility rules. Although most schools implement PBIS on a tiered framework, TPS will adjust the leveling system to accommodate the needs of the adjudicated students and the facility they are housed in.

Restorative Practices is a guide used by educators that lays the foundation of a community culture within the school and classrooms. By using the practices the IIRP suggests, students become aware of how their behaviors, both positive and negative, affect others by using "I" statements followed with a feeling. Teachers and



facilitators will model the “I” statements and teach the students how to use them to express themselves to others. For example, if a student is talking during instruction time, most teachers would say, “be quiet.” However, by using an “I” statement such as, “I get frustrated when you talk over me,” the student immediately knows how the teacher is emotionally affected. “I” statements can also be used when there is a dispute between two students. An adult can mediate the discussion and prompt the students to use “I” statements to convey their feelings. Using “I” statements is an effective and powerful tool in getting students to understand how their actions affect others feelings.

Along with “I” statements to restore a positive atmosphere, IIRP also suggests the use of a restorative circle. By having the students sit in a circle facing each other, a sense of community and equality in the classroom is built. Restorative circles can be used daily at the beginning of class to create the “safe” environment that Robert Marzano encourages during the first Dimension of Learning. Teachers and facilitators can use this time to have a “check in” with students. The topics can range from general to personal, or social. This is a time for students and teachers to get to know one another by building trust. The more often the restorative circle is formed, the more comfortable the students will be and the more freely they will speak. Teachers and facilitators can use restorative circles for class discussions, as well. Brainstorming research topics, making predictions about a reading assignment, discussing symbolism in poetry, are just a miniscule amount of ways to incorporate restorative circles into the classroom. Restorative circles allow for everyone to be heard, as long as rules are respected.

By teaching students the impact that “I” statements and restorative circles can have, it is TPS’s hope that the youth in the program will recognize their own value as

individuals, and how that value impacts others positively and negatively. Naturally, TPS will encourage and offer strategies to students to make positive choices.

## Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with Individualized Education Programs (IEPs) or Section 504 plans; English Learners (EL); students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

**Teen's Path to Success (TPS) will serve adjudicated and at risk youth ages 14-21. All of the students will be served as an at-risk group in need of intense interventions, modifications and accommodations to the curriculum. Behavior interventions, counseling and de-escalation strategies, as well as, low teacher to student ratio for all students will be incorporated during instruction. All students will have an Individual Academic Plan (IAP) to guide instruction and counseling. A Student Centered Team (SCT) will consist of the student, a teacher, the parents/guardians, an administrator, guidance counselor and any other adult involved in the education and well being of the student. The SCT will discuss each student's plan and progress on a weekly basis to determine if appropriate curriculum accommodations are in place and if each child's academic and emotional needs are being met. Every effort will be made to trace**

the student's past educational records to insure all services can be provided appropriately. All of our student's diverse needs including at risk, special education students, 504, gifted and ELL students will have their needs met through a research-based learning curriculum with trained qualified personnel and a daily schedule that allows for an uninterrupted structured quality educational learning environment. TPS will be equipped to adjust the scope and sequence of the curriculum to address the needs of all students that may have lapses in their educational preparation.

**Exceptional Students**

Teen's Path to Success (TPS) will serve exceptional students according to guidelines provided in the Individuals with Disabilities Education Act (IDEA). Teen's Path to Success recognizes that special education is a service and not a place and that all staff will support the unique needs of students with disabilities. TPS will ensure that all eligible children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. TPS will also ensure that the rights of children with disabilities and their parents are protected. All exceptionalities will be served according to their IEPs which includes specific learning disabilities, behavior and emotional disorders, intellectual disabilities, autistic, and other health impaired. Any exceptional student identified upon entering the facility will be served.

**504 Students**

Teen's Path to Success (TPS) will provide a educational and counseling services to all students who are eligible under section 504. If the SCT suspects a need for accommodations, a referral for identification should be made, evaluations conducted, and possible need for accommodations determined by

a team knowledgeable about the student. If the student is identified, the team might develop a Section 504 Accommodation Plan.

The student must be evaluated and meet the Section 504 identification criteria. A student is entitled to a Section 504 Accommodation Plan if they have been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by the SCT.

When a student has not responded positively to research-based interventions in an intervention plan or ILP and/or has a suspected disability, the team may determine to conduct an evaluation for special education and/or Section 504.

#### **Gifted Students**

TPS will comply with the Alabama Act 106 that mandates school systems identify and serve gifted students. TPS will follow the guidelines set forth in the “gifted” section of the Alabama Department of Education-Administrative Code-Chapter 290-8-9.12 for: Referral, Consent, Evaluation, Eligibility Determination, Placement and Service Delivery Options, Gifted Education Plan, and Procedural Safeguards. Students that perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience or environment will have services that would challenge their abilities in order to enhance their educational experiences. TPS believes that gifted children and youth possessing these advanced abilities can be found in all populations and across all economic strata, and in all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class or nationality.

TPS will incorporate the following goals to accomplish successful educational services for gifted students:

To provide training for all staff on the procedures for referring and identifying

students for gifted educational services.

To continue working toward racial equity in the gifted education program.

To continue conducting Child Find programs.

To provide curriculum for gifted learners that is concept and problem based.

Differentiation of instruction and curriculum allows gifted students who have already mastered certain areas of study to move forward gaining new knowledge and skills. Content is more complex, more abstract, related to broad-based issues, and organized to accentuate higher level skills and concepts. Process strategies focus on open-ended tasks, encourage application of advanced research and in-depth learning and emphasize independent or self-directed study. TPS plans to meet the academic needs of these students through: Individual Academic Learning Plans; Honors classes; and Advanced Placement (AP) Classes. College and career counseling will be available through the guidance counselor.

The goals of TPS are to maintain the student's gifted identity; collaborate with guidance counselor, teachers, students, and parents/guardians to aid the students as they strive to reach their potential; and to support guidance in college and career planning and financial aid.

2. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.

**TPS will be serving adjudicated and at-risk youth ages 14 and up that are considered at risk and possibly below grade level in performance. Every student will receive comprehensive assessments that will address grade level performance and an Individual Learning Plan will outline the needs of each student. All students will benefit from a student centered atmosphere with a**

**small teacher-student ratio.**

3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities. Specify the programs, strategies, and supports the school will provide, including the following:
  - a. Methods for “identifying, locating, and evaluating” students with disabilities who are in need of special education and related services; (and avoiding misidentification).
  - b. Plans for hiring and evaluating certified special education teachers and licensed related service providers, including projecting adequate staffing for the anticipated population of students.
  - c. Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free appropriate public education in the least restrictive environment.
  - d. Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with nondisabled peers to the greatest extent appropriate.
  - e. Plans for monitoring and evaluating the progress and success of students with disabilities.
  - f. Plans for promoting college- and career-readiness for students with disabilities, including high school graduation and post-school indicators.
  - g. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities. Self-monitoring of disproportionality should include an understanding of the coordinated early intervening services (CEIS) requirements when significant disproportionality has

been determined by the Alabama State Department of Education/Special Education Services.

- h. Self-monitoring methods to evaluate procedural and substantive compliance with special education rules and regulations.

**A. Stage 1-Consistent academic problems**  
If a member of the Student Centered Team recognizes a consistent need or problem exhibited by the student a meeting will be held. The recognition of a discrepancy in the student’s academic, social/emotional, behavioral, and/or physical ability and his or her age may signal the need for additional academic or behavioral supports. During this phase, it is important to call a meeting with the parents or guardians. The SCT will focus on the unique needs of the individual student including the at-risk population, students previously identified with IEPs, ELL students and already identified 504 students. If they haven’t been identified the team will continue through the stages of identification.

**Stage 2- Pre-referral**  
Pre-referral intervention is to identify, develop, and implement alternative education strategies for students who have recognized problems in the classroom before the student is referred to special education. Pre-referral intervention is typically conducted by a Student Centered Team consisting of the teacher, the parents/guardians, an administrator, other general education teachers, nurse, guidance counselor, and any other adult involved in the education of the student. The general education teacher provides background information regarding the problem exhibited by the student and the team works together to develop possible solutions.

**Stage 3: Referral for Special Education Evaluation**  
If, after interventions in the general education classroom, the student continues

to experience difficulty, school personnel may refer the child for a special education evaluation. Referrals for determination of eligibility for special education services may be initiated by: School personnel (including general education teachers, special education teachers, counselors, administrators, etc.); Child's parent(s) or legal guardian(s) Any other person involved in the education or care of the child. The official referral begins the formal process of determining eligibility for special education services. Once a referral is provided, the school must obtain consent from the parent(s) or legal guardian(s) to begin the evaluation phase of the referral process.

#### **Stage 4: Special Education Evaluation**

IDEA requires that students referred for special education services receive a nondiscriminatory multi-factored evaluation. The evaluations should be completed within the 60 day timeline. The evaluation is to be conducted by a multidisciplinary team that will consist of individuals who can bring different perspectives and expertise to the evaluation. Examples are educational diagnosticians or school psychologists, special educators, general educators, parents, related service providers, medical doctors. The evaluation must be comprehensive and use evaluation tools and strategies that are technically sound and accepted. Most students receive a battery of formal evaluations that measure: Intelligence, Achievement, Behavioral, Disability-specific issues, Medical. However, informal observations and documentation of the student's past work should also be used during the eligibility determination meetings. Assessments may not be biased in regard to race, culture, language, or disability. The materials and procedures must be administered in the language and form most likely to provide accurate information on what the child knows and can do.

#### **Stage 5: Eligibility (FAPE)**



**IDEA states that each child is entitled to a Free Appropriate Public Education (FAPE.) Special education services are one way to accomplish that requirement for some students with disabilities. Within 30 days of the completion of the evaluation, the individuals that took part in the process thus far will meet to determine eligibility. In simple terms, a student is considered eligible for special education services if (1) the child has a disability as defined by IDEA which negatively impacts his/her educational performance, and (2) the child needs special education services in order to benefit from education.**

**All students will not qualify for special education, but a student could qualify for a 504 plan if the student has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by the SCT.**

**If a student does not qualify for special education services the team will continue to use strategies, assessments, and supports to improve educational services.**

#### **Stage 6: IEP Meeting (IEP and LRE)**

**The Individualized Education Program (IEP) is a legal contract between the parents and the school district that describes the special education services to be provided by the local education agency which is the local school district.**

#### **Support services**

**Access to and progress in the general curriculum is the primary instructional goal for all services, thus IEPs are crafted within a standards-based framework for all students with a disability. Decision-making regarding the provision of services including the location or setting is made by an IEP team of concerned stakeholders and follows a specific sequence that begins with a consideration of the student's curricular needs followed by a consideration of the student's type and level of support needs. This sequence of decisions follows the Least**

**Restrictive Environment provision of the Individuals with Disabilities Education Act and ensures that all options are carefully considered and students are properly served. These services focus on enhancing student achievement and postsecondary outcomes. Targeted areas for services and supports include accessible instructional materials, assistive technology, curriculum access and alignment, dropout prevention, family engagement, least restrictive environment, positive behavior supports, and transition.**

**Description of supports within inclusion:**

**Inclusion consists of co-teaching and or consultation by a special education teacher with general education teachers to provide accommodations and modifications to curriculum and environment, implementation of behavior supports and ongoing progress monitoring.**

**Description of Supports within Resource:**

**A resource setting provides small group and/or pull out instruction taught by a special education teacher providing remediation or modified curriculum to supplement current grade level standards. Alternative behavior system implemented per IEP.**

**Description of supports within self-contained:**

**Small group classrooms taught by a special education teacher for students with significant disabilities who are otherwise unable to participate in the general education classroom per IEP.**

**Description of specialized programs:**

**Criteria for participation: Behavior Support Program for students with primary exceptionality of emotional disturbance or qualifying OHI diagnosis who exhibit significant need for systematic behavioral and mental health supports in a small group setting.**

**Instructional Strategies:**

**Teens Path for Success will incorporate scientific researched based instructional strategies that will be used in the classroom to improve academic instruction and student success. Direct instruction has been proven to increase student learning. Direct instruction uses detailed teaching procedures that are presented in a specific order. It is built around the concept that every child can learn if we teach them carefully. Self-monitoring is a behavior management strategy that is effective for helping students improve their academic performance and attention behavior. Instructional on task behaviors increase when students monitor their own behavior. Using these strategies, students learn to identify and increase positive behaviors. These strategies are some of the most flexible and effective strategies for students plagued with academic and behavior difficulties.**

**Curriculum**

**Teens Path to Success will incorporate a standards-based learning program grounded in solid research and applied innovation. The curriculum will be a rigorous, relevant curriculum that challenges all students and engages them with interactive content. This curriculum will be a blended model for all students and special education students will receive accommodations and modifications per IEP.**

**B. HIRING QUALIFIED PROFESSIONALS**

**TPS will ensure that teachers and administrators involved with special education students will be qualified, experienced and certified. A certified special education administrator will conduct teacher evaluations to ensure exemplary services are provided.**

**Caseload will constitute adequate staffing for special education students. ( 1:20 teacher to student ratio)**

**TPS will ensure that qualified and experienced teachers will be hired to service**

gifted, 504 and ELL students.

### **C. INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES FOR SPECIAL EDUCATION**

#### **Support services**

Access to and progress in the general curriculum is the primary instructional goal for all services, thus IEPs are designed within a standards-based framework for all students with a disability. Decision-making regarding the provision of services including the location or setting is made by an IEP team of concerned stakeholders and follows a specific sequence that begins with a consideration of the student's curricular needs followed by a consideration of the student's type and level of support needs. This sequence of decisions follows the Least Restrictive Environment provision of the Individuals with Disabilities Education Act and ensures that all options are carefully considered and students are properly served. These services focus on enhancing student achievement and postsecondary outcomes. Targeted areas for services and supports include accessible instructional materials, assistive technology, curriculum access and alignment, dropout prevention, family engagement, least restrictive environment, positive behavior supports, and transition.

#### **Description of supports within inclusion:**

Inclusion consists of co-teaching and or consultation by a special education teacher with general education teachers to provide accommodations and modifications to curriculum and environment, implementation of behavior supports and ongoing progress monitoring.

#### **Description of Supports within Resource:**

A resource setting provides small group and/or pull out instruction taught by a special education teacher providing remediation or modified curriculum to supplement current grade level standards. Alternative behavior system

implemented per IEP.

**Description of supports within self-contained:**

**Small group classrooms taught by a special education teacher for students with significant disabilities who are otherwise unable to participate in the general education classroom per IEP.**

**Description of specialized programs:**

**Criteria for participation: Behavior Support Program for students with primary exceptionality of emotional disturbance or qualifying OHI diagnosis who exhibit significant need for systematic behavioral and mental health supports in a small group setting.**

**Instructional Strategies:**

**Teens Path for Success will incorporate scientific researched based instructional strategies that will be used in the classroom to improve academic instruction and student success. Differentiated instruction with all students specifically addresses individual learning styles, readiness and interest. Specific techniques include flexible grouping, independent study and tiered assignments.**

**Direct instruction has been proven to increase student learning. Direct instruction uses detailed teaching procedures that are presented in a specific order. It is built around the concept that every child can learn if we teach them carefully. Self-monitoring is a behavior management strategy that is effective for helping students improve their academic performance and attention behavior. Instructional on task behaviors increase when students monitor their own behavior. Using these strategies, students learn to identify and increase positive behaviors. These strategies are some of the most flexible and effective strategies for students plagued with academic and behavior difficulties.**

**TPS will use a learning model which increases flexibility and individualization**

of student learning experiences and engagement, but can allow teachers to spend more time as facilitators of learning.

#### **Curriculum**

Teens Path to Success will incorporate a standards-based learning program grounded in solid research and applied innovation. The curriculum will be a rigorous, relevant curriculum that challenges all students and engages them with interactive content. This curriculum will be a blended model for all students and special education students will receive accommodations and modifications per IEP.

#### **D. CONTINUUM OF PLACEMENT, ACCESS TO THE GENERAL CURRICULUM**

Access to and progress in the general curriculum is the primary instructional goal for all services, thus IEPs are crafted within a standards-based framework for all students with a disability. Decision-making regarding the provision of services including the location or setting is made by an IEP team of concerned stakeholders and follows a specific sequence that begins with a consideration of the student's curricular needs followed by a consideration of the student's type and level of support needs. This sequence of decisions follows the Least Restrictive Environment provision of the Individuals with Disabilities Education Act and ensures that all options are carefully considered and students are properly served. These services focus on enhancing student achievement and postsecondary outcomes. Targeted areas for services and supports include accessible instructional materials, assistive technology, curriculum access and alignment, dropout prevention, family engagement, least restrictive environment, positive behavior supports, and transition.

#### **E. MONITORING AND EVALUATING**

Using an approved learning model TPS will conduct informal individual assessments daily and weekly to monitor progress of special education

students. A portfolio system/data collection system will be in place for each student to match the student's IEP goals and objectives, as well as, Behavior Intervention Plan strategies and consequences. Systematic monitoring of student's academic performance and general behavior goals will be conducted. Progress monitoring will include annual student assessments, which guides the development of new IEPs.

**F. PROMOTING COLLEGE-AND CAREER READINESS FOR STUDENTS WITH DISABILITIES**

Through data-driven and differentiated instruction TPS will equip students with the knowledge and skills needed to fulfill their individual potential and lead independent lives. TPS will provide special education students with the same rigorous research based instruction as their peers. One on one guidance counseling will be provided to help define college and career readiness with a map of multiple pathways to completion of academic and personal goals. Licensed therapists and teachers trained in Positive Behavior Intervention Strategies will help guide special education students through improved interpersonal and intrapersonal skills. Teachers and therapists will teach self-determination, independence, and self-advocacy, as well as, problem solving and employability skills which are critical to success.

**G. H. SELF-MONITORING METHODS FOR DISPROPORTIONALITY, PROCEDURAL AND COMPLIANCE**

Determination of significant disproportionality is determined by the state and districts report that. TPS will provide consistent review and revision of policies, practices and procedures to ensure compliance with IDEA requirements.

TPS will report the percentages with disproportionate representation of racial and ethnic groups in special education and related services that result from inappropriate identification.

**TPS student population are teenagers (ages 14-21) therefore, early intervention services are not necessary.**

**TPS will incorporate a multi-tiered framework to address disruptive behaviors by incorporating Positive Behavioral Intervention Strategies with student self-monitoring practices. TPS will operate in a secure residential setting and suspension and expulsion will not be a part of disciplinary practices.**

4. Explain how the school will identify and meet the needs of intellectually gifted learners, including the following:
  - a. Approach to defining gifted, methods for ensuring equity and comparability in identification of students in need of gifted services, and methods for monitoring and ensuring racial equity in the gifted program.
  - b. Certification requirements for gifted specialists and professional development targets for general education teachers who teach gifted learners.
  - c. Methods for ensuring the needs of gifted learners are met and continuum of service delivery options that will be offered (e.g., pull-out classes, advanced classes, interest clusters, cluster grouping with differentiated curriculum for gifted learner, acceleration procedures, field studies, and mentors, all of the above).
  - d. Methods for determining cognitive and affective growth among gifted learners.
  - e. Procedures related to the monitoring of achievement data for gifted learners, including plans for disaggregation and distribution of results to parents.
  - f. Self-monitoring methods for the gifted program, including what, when, and by whom.

**A. TPS will comply with the Alabama Act 106 that mandates school systems identify and serve gifted students. TPS will follow the guidelines set forth in the “gifted” section of the Alabama Department of Education-Administrative Code-**



**Chapter 290-8-9.12 for: Referral, Consent, Evaluation, Eligibility Determination, Placement and Service Delivery Options, Gifted Education Plan, and Procedural Safeguards. Students that perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience or environment will have services that would challenge their abilities in order to enhance their educational experiences. TPS believes that gifted children and youth possessing these advanced abilities can be found in all populations and across all economic strata, and in all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class or nationality.**

**TPS will incorporate the following goals to accomplish successful educational services for gifted students:**

**-To provide training for all staff on the procedures for referring and identifying students for gifted educational services**

**-To continue working toward racial equity in the gifted education program**

**-To continue conducting Child Find Activities**

**-To provide curriculum for gifted learners that is concept and problem based**

#### **B. STAFF QUALIFICATIONS FOR GIFTED**

**TPS will require professionals working with the gifted populations to be experienced in providing honors and advanced placement coursework.**

#### **C. METHODS**

**TPS will incorporate a differentiation of instruction model and curriculum which allows gifted students who have already mastered certain areas of study to move forward gaining new knowledge and skills. Content will be more complex, more abstract, and organized to accentuate higher level skills and concepts. The curriculum will provide for process strategies focusing on open-ended tasks, encouraging application of advanced research and in-depth learning and**

emphasizing independent or self-directed study. TPS plans to meet the academic needs of these students through: Individual Academic Learning Plans; Honors classes; and Advanced Placement (AP) Classes. College and career counseling will be available through the guidance counselor.

The goals of TPS are to maintain the student's gifted identity; collaborate with guidance counselor, teachers, students, and parents/guardians to aid the students as they strive to reach their potential; and to support guidance in college and career planning and financial aid.

**D. ENSURING COGNITIVE AND AFFECTIVE GROWTH FOR GIFTED LEARNERS**

TPS will provide all students with unique learning profiles and adapt teaching practices accordingly. Gifted students benefit from small group instruction and additional academic challenges with emphasis on the student's individual reasoning and problem solving abilities. Differentiated instruction will benefit gifted learners and allow them to experience cognitive and affective growth. Bloom's Taxonomy will be a guide after determining what developmental learning stage a gifted learner is in. Students in the "formal operations" stage need learning experiences at the upper end of Bloom's Taxonomy. Their assignments will offer the student the opportunity to utilize higher level thinking skills like analysis, synthesis, and evaluation.

**E. MONITORING OF ACHIEVEMENT DATA, PLANS FOR DISAGGREGATION AND DISTRIBUTION OF RESULTS-GIFTED**

TPS will conduct formative whole class assessments on a regular basis. Before beginning any unit, pretests will be given to cover the unit. Gifted students who score above 80% will exempt material that they have already mastered.

**Summative assessments will be given at the beginning and end of a program. Data summaries will be collected and combined into reports that will be made available to the parents and students.**

**F. SELF-MONITORING METHODS FOR GIFTED**

**A Student Centered Team (SCT) will monitor and provide information from student progress and assessments to continuously update gifted students plan for advancement in their endeavors.**

5. Explain how the school will meet the needs of English Learner (EL) students, including the following:
  - a. Methods for notifying parents/caregivers in a language they understand about the procedures that the school will use to identify EL students for possible language acquisition support.
  - b. Methods for identifying and evaluating EL students with disabilities in a timely manner by administering special education evaluations in the child's native language, unless it is clearly not feasible to do so (ensuring that a student's language needs can be distinguished from a student's disability related needs).
  - c. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
  - d. Plans for monitoring and periodic evaluation of the progress and success of EL students, including using a reliable English language proficiency (ELP) assessment that tests in the four language domains, identifying benchmarks for exiting students from EL services, and defining plans for providing follow-up support for at least two years after students exit the program;

e. Means for providing qualified staffing for EL students.

## **5. ELL STUDENTS**

### **A. NOTIFYING PARENTS**

Parents/caregivers will be notified in the language that they understand about procedures that TPS will use to meet the needs of ELL students.

### **B. IDENTIFICATION**

TPS will provide a Home Language Survey to be given to all students and used to identify students who may not be proficient in English. The Home Language Survey will be designed to identify students for possible further evaluations:

- Students who communicate in a language other than English; or
- Students whose families use a primary language other than English in the home; or
- Students who use a language other than English in daily non-school surroundings.

**Preliminary Evaluation: Academic History-** TPS will thoroughly assess academic history including the following: Academic records from within or outside the United States; Course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language acquisition; Information on everyday classroom performance; An academic assessment may be administered to support educator judgment (e.g., locally developed, commercially available assessments, and/or reading inventories).

Students with limited English language skills who have recently arrived in the United States, or are newly adjudicated youth or at risk and are potential ELLs, should be formally screened to help determine whether or not the student is in

need of a language instruction educational program.

TPS will use the ELL resources from the authorizing school district for students that qualify for extended ELL services.

### **C. PRACTICES AND STRATEGIES**

ELL students will benefit having access to and progress in the general curriculum which will be the primary instructional goal for all services, thus ILPs written for all students are crafted within a standards-based framework for all students. Decision-making regarding the provision of services including the location or setting is made by an SCT (student centered team) team of concerned stakeholders and follows a specific sequence that begins with a consideration of the student's curricular needs followed by a consideration of the student's type and level of support needs. All students, including ELL, will benefit from differentiated instruction and a student-centered atmosphere with a small teacher-student ratio and a self-paced curriculum.

### **D. ASSESSMENTS, MONITORING**

When an ELL student has not responded positively to research-based interventions in an intervention plan or ILP and/or has a suspected disability, the team may determine to conduct an evaluation for special education and/or Section 504.

TPS will conduct formative whole class assessments on a regular basis. Before beginning any unit, pretests will be given to cover the unit. Summative

assessments will be given at the beginning and end of a program. Data summaries will be collected and combined into reports that will be made available to the parents and students.

A Student Centered Team (SCT) will monitor and provide information from student progress and assessments to continuously update gifted students plan for advancement in their endeavors.

#### **E. STAFFING**

TPS will use the ELL resources, including certified ELL staff, from the authorizing school district for students that qualify for extended ELL services.

## **Student Recruitment and Enrollment**

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and parents. Specifically describe the plan for outreach to students and families who have an economic or academic disadvantage that requires special services and assistance to succeed in educational programs. Those students include, but are not limited to, students who are members of economically disadvantaged families, students who are identified as having special needs, students who are limited in English proficiency, students who are at risk of dropping out of high school, and students who do not meet minimum standards of academic proficiency.

TPS enrollment staff will meet with eligible adjudicated and at-risk youth to determine interest and academic goals. TPS will collaborate with federal and state law agencies, when appropriate, to determine which youths are in need of academic and behavioral health services.

After reviewing the options, an Individual Academic Plan (IAP) will be created. The

IAP will be communicated to and confirmed by the parents.

2. Explain the plan for admitting students based on a random selection process if more students apply for admission than can be accommodated.

TPS will accommodate all students. A random selection process will not be needed.

3. Explain the school's policy regarding enrollment preferences with respect to students who reside within the former attendance area; students within the local school system; students outside of the local school system; previously enrolled students; siblings of students; and children of founders, governing board members, and full-time employees.

TPS has no preferences for enrollment practices with respect to students who are within the area.

4. Provide, as an **attachment (Attachment 7)**, the school's enrollment plan, which should include the school's plan for maintaining records on all enrolled students utilizing the state-adopted Alabama Student Information System (ASIM).

See attachment 7

## Student Discipline

Describe in detail the school's approach to student discipline. Provide, as an **attachment (Attachment 8)**, the school's proposed discipline policy. The proposed policy must comply with any applicable state and federal laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:

1. Practices the school will use to promote good choices, including both penalties for infractions and incentives for positive behavior.

2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation or disciplinary rules or regulations, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students with disabilities who are expelled or out of school for more than ten days.

**Suspension or expulsion will not be necessary for TPS students that are incarcerated. TPS will follow the facilities guidelines for appropriate discipline. At-risk students using our curriculum will be doing so from a location of their choice, not a classroom, therefore, they will not be suspended or expelled as a behavioral consequence. The goal of this program is to educate troubled youth with few other options.**

5. Provide, as an **attachment (Attachment 9)**, how students and parents will be informed of the school's discipline policy.

**See attachment 9**

## **Parent and Community Involvement**

1. Describe the role of any parents and community members involved to date in developing the proposed school.



Not applicable

2. Describe what you have done to assess and build parent and community support for your school and how you will engage parents and community members from the time that the school is approved through opening.

TPS will attempt to communicate with parents and guardians as needed.

3. Describe how you will engage parents in the life of the school (including any proposed governance roles described in Act 2015-3). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

TPS will attempt to provide open communication with parents regarding the academic affairs of their child. TPS will hold a regional parent orientation, send letters, emails, telephone calls, and hold conferences with parents to inform them of their child's IAP, solicit their feedback, and promote awareness of academic and behavioral progress.

TPS has no volunteer duties or commitments involving parents or community members at this time.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments.

TPS will collaborate with the charter authorizer, Athens City Schools (ACS), to launch program providing educational services to at-risk students. As the

authorizer, Athens City Schools will have oversight into the level of educational services provided to students. ACS will serve as the authorizing partner for state foundational funds to be used for the education of students enrolled with the TPS charter.

## Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school instructional leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

TPS will make every effort to identify high quality and highly qualified individuals who will work to ensure the success of the school and students. Currently, TPS is considering contracting with an Education Service Provider to provide oversight and leadership for the school.

Describe the team's individual and collective qualifications for successfully implementing the school design, including capacity in areas such as:

- School leadership, administration, and governance.
- Curriculum, instruction, and assessment.
- Performance management.
- Parent and community engagement.

Edith Pickens has many decades of experience in educational leadership at the school and district level. Cindy Conrad served as Director of JPOs in Madison County

for Neaves-Davis Center and has 35 years of experience with adjudicated youth populations.

Describe the team's ties to and/or knowledge of the target community.  
The identified members of the governing board have worked with adjudicated and at-risk youth populations in various capacities for many years. In these positions they have proven they can work with the target community at multiple levels.

- 2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school's development.

At this time TPS is in the process of identifying potential partners to assist in the school's management and operation.

- 3. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing public charter school. If the proposed leader has never managed a school, describe any previous leadership roles or leadership training programs that (s)he is currently participating in or has completed. Also provide, as an **attachment (Attachment 10)**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

If no candidate has been identified, provide, as an **attachment (Attachment 11)**, the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator.

TPS is planning to contract with an Education Service Provider to provide instructional leader/administrator for the school.

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as an **attachment (Attachment 12)**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

These positions would be hired by July 15, 2017. The process for identification of qualified individuals is ongoing.

## Section 2. Operations Plan & Capacity

### Governance

#### Legal Status and Governing Documents

Describe the proposed school's legal status, including 501(c)3 non-profit status and federal tax-exempt status. In an **attachment (Attachment 13)**, provide proof of 501(c)3 non-profit status and federal tax-exempt status (or copies of filings for the preceding items). Also, include as an **attachment (Attachment 14)** any governing documents already adopted, such as board policies.

**Teen's Path to Success is already an established 501(c)3 and federal tax exempt status as filed in Alabama. See attachments 13 and 14.**

#### Organizational Chart

Submit, as an **attachment (Attachment 15)**, an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, and any related bodies (such as advisory bodies or parent/educator councils) and any external organizations that will play a role in managing the school.

The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a

role in managing the school. The organizational chart should also document clear lines of authority and reporting within the school.

See attachment 15

## Governing Board

1. Explain the governance bylaws that will guide the board, including the nature and extent of involvement by key stakeholder groups. Provide the governing board's bylaws as an **attachment (Attachment 16)**.

**The governing bylaws of the board are written to hold the members accountable to the regular standards of such an organization in accordance to the applicable Alabama laws. See attachment 16.**

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the governing board's size, current composition, and desired composition; powers; and duties. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that (a) the school will be an educational and operational success; (b) the board will evaluate the success of the school and school leader(s); and (c) there will be active and effective representation of key stakeholders, including parents.

**The board will consist of three members who will be duly elected according to the established bylaws. The powers and duties of the board include having oversight of school budgets, and collaborating with school leadership to ensure institutional equity at all levels. The**

**governing board will also use the attached administrator evaluation tool to analyze the effectiveness of school leaders, as well as evaluating student data collected throughout the school year. Meetings will be publicized on the TPS website, so that stakeholders may actively and effectively represent themselves to the board.**

3. List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's governing board. Provide full resumes regarding the expertise and background of the proposed founding governing members.

See question 4.

4. If the current applicant entity or interest group does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

**Currently only two board member has been identified. However, prior to the school's opening, a board will be formed and will meet in a public forum.**

If this application is being submitted by an existing nonprofit organization, respond to the following:

- a. Will the existing nonprofit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
- b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- c. If a new board has been formed, describe what, if anything, its ongoing relationship

to the existing non-profit's board will be.

**The existing nonprofit board, while formed, is anticipated to change prior to school beginning. Upon forming the new board, the members will receive a copy of the mission statement and the by-laws to review. The board will be assembled no later than June 1, 2017 and orientated at the first meeting no later than the second week of June, 2017.**

5. Explain the procedure by which governing board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

**New board members will be selected and voted upon by sitting board members. Members will serve a one year term, but not prohibited from serving multiple terms. The board will meet monthly. Any committee formed by the board will be done so on an as needed basis, such as a finance or audit committee. These committees can be chosen from existing employees and chosen by the board.**

6. Describe how the governing board will provide evidence of its compliance and adherence to the Alabama State Ethics Law, Open Meetings Act, Public Records law, and all other specific state laws referenced in Act 2015-3, if applicable.

**TPS governing board and staff will receive training in the Alabama State Ethics Law, Open Meeting Act, Public Records law, and any other applicable state laws for Charter Schools.**

7. Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved. Discuss specific steps that the governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

**Due to a new board being put into place during June of 2017 there are no**



**foreseen conflicts of interest. The members of the governing board will not be employees of the Charter School.**

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

**See Attachment 16**

## **Advisory Bodies**

Describe any advisory bodies or councils (e.g., parent and educator councils) to be formed, and include the roles and duties of any such body. Describe the planned composition of each advisory body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

**At this time there are no advisory bodies or councils. The TPS board may, at its discretion, form such advisory bodies or councils as may be needed or required to assist in the operation of the school.**

## **Staffing**

## Staff Structure

Provide, as an **attachment (Attachment 17)**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:

- a. Year 1 positions as well as positions to be added in future years.
- b. Administrative, instructional, and non-instructional personnel.
- c. The number of classroom educators, paraprofessionals, and specialty educators.
- d. Operational and support staff.

See Attachment 17

Explain how the relationship between the school's leadership/administrative team and the rest of the staff will be managed.

This program will encompass several counties in Alabama with at - risk juveniles that may or may not be in adult correctional facilities. Teen's Path to Success will operate as a multi-satellite location operation. The smaller counties may share resources if they have a student population of 2-10. The larger counties will have student populations that will require full-time staffing. Administration and/or management teams will travel to all of the facilities with each location receiving oversight for effectiveness of student and educational outcomes. TPS will use an education service provider for these administrative/management services.

## Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed school and its employees, including whether the employees will be at-will and whether the school will use

employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as an **attachment (Attachment 18)**, any personnel policies or an employee manual if developed.

Teen's Path to Success will use a combination of full-time employed persons, contracted education service provider resources, and at-will substitutes; When referring to contract employees, it will be individual hires in order to compensate for the population changes. Retired teachers will be utilized as contract workers. We will need substitute teachers in each of the regions. See Attachment 18.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing educators.

Teen's Path to Success will hire teachers at \$15 to \$25 an hour, with pay range for teachers based on education level and experience. Administrators and lead teachers will be compensated competitively, depending on experience. Our first incentive program is written notes for practice above and beyond what is expected and required. Discretionary incentives will be offered by the governing board as deemed appropriate. For particularly high-performing educators, Teen's Path to Success will offer a path to promotion to Lead Teacher. This position includes more responsibility and higher rates of compensation. To obtain a Lead Teacher role, the educator must prove a willingness to lead and success in the role over time. The Lead Teacher often goes above and beyond expectations, including volunteering for committees and working longer hours to help organize teachers within disciplinary or

departmental groups.

3. Describe the proposed school's strategy, plans, and timeline for recruiting and hiring the teaching staff. Explain other key selection criteria and any special considerations relevant to your school design.

The timeline begins with the approval of the charter. The first step will be to analyze the need, determining how many students will be served. At this time, an estimated 350 students in 12 locations. After a needs analysis is complete, recruiting and hiring will begin using online, newspaper, our website and other advertising resources. We also have a history of a supportive environment for employees, and as such have a good reputation with local educators. Beyond these efforts, recruiting at area colleges and universities will be a resource.

The first key selection criteria required is to find people with a heartfelt mission to serve difficult students. Secondly, as stated above, the educators must possess certifications in academic areas pertinent to the need, or 5 years of experience in the subject. A passion for the educator's subject matter of choice is essential. Priority will be given to educators with a temperament of de-escalation or escalation. An overall understanding that respect begets respect is also critical.

4. Act 2015-3, Section 9. (e)(1).

Provide an assurance that public charter schools shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff. In accordance with subsection (a), teachers in public charter schools shall be exempt from state teacher certification requirements.

- Approaches to earning Alabama Educator and/or Leadership Certification for individuals working in conversion public charter schools or start-up public charter schools are the same as those for individuals in the public local education agencies of Alabama.
- After approval of a public charter school, a certification specialist at the Alabama State Department of Education (ALSDE) will be available to help the school's human resource department to provide assistance with certification approaches and/or questions just as they do with local education agencies and registered private schools in Alabama.

According to the Elementary and Secondary Education Act and Individuals with Disabilities Education Act requirements require:

1. Background – Federal Requirements:

General Education Teachers:

ESEA requires teachers of core academic subjects in public schools, including public charter schools, to demonstrate core area competency to meet highly qualified teacher (HQT) requirements in core subjects:

1. English
2. Reading or language arts
3. Mathematics
4. Science
5. Foreign languages

6. Civics and government
7. Economics
8. Arts
9. History
10. Geography

Elementary School Teachers must – pass a rigorous state test (in Alabama Praxis exam) on elementary content

Middle and High School Teachers must:

- Pass a rigorous state test in each content area taught; or
- Complete an undergraduate major in each content area taught; or
- Complete a graduate degree in each content area taught; or
- Complete coursework equivalent to an undergraduate degree in each content area taught; or
- Complete advanced certification or credentialing in each content area taught.

Special Education Teachers under IDEA:

IDEA requires public and charter school teachers to meet core area competency HQT requirements. The requirement applies to special education teachers who must also:

1. Be a primary teacher of students; and
2. Teach a core subject from the list above; and
3. Have her/his salary paid by IDEA? This only applies to special education teachers that are primary teachers of students.

5. Outline the school's procedures for hiring and dismissing school personnel.

TPS will strive to hire teachers who are deemed best suited to work with at-risk youth. Hiring process will include stringent and all-encompassing interviews to determine the ability of teachers to work with the many issues involved with at-risk youth. Management team of the educational service provider will recommend dismissal to the governing board of Teen's Path to Success (TPS).

6. Include a statement acknowledging the school's understanding of the ALSDE, Educator Certification Section, criminal history background check process and, if approved, the school's plan to comply with this process. Information can be found at [www.alsde.edu/EdCert](http://www.alsde.edu/EdCert) (Background Clearance).

**Act 2015-3, Section 9(d)(1).**

Public charter schools shall be subject to the same civil rights, health, and safety requirements, including, but not limited to, state and local public health and building codes, employee fingerprinting, and criminal background checks applicable to other public schools in the state except as otherwise specifically provided in this Act.

**TPS will comply with all applicable federal laws, rules, and regulations regarding the qualifications of teachers and other instructional staff. We acknowledge that, after approval, TPS teachers will be exempt from state teacher certification requirements. Furthermore, we acknowledge that the approaches to earning Alabama Educator and/or Leadership Certification will**

**be the same as those for individuals in the public local education agencies in Alabama.**

7. Explain how the school instructional leader(s)/administrator(s) will be supported, developed, and evaluated each school year. Provide, as an **attachment (Attachment 19)**, any leadership evaluation tool(s) that already exist(s) for the school.

**TPS teachers may attend educational conferences and trainings yearly and implement researched based methods to develop teachers and staff. New strategies will be reviewed with the governing board to evaluate effectiveness. See attachment 19**

8. Explain how educators will be supported, developed, and evaluated each school year. Provide, as an **attachment (Attachment 20)**, any educator evaluation tool(s) that already exist(s) for the school.

TPS will utilize an Education Service Provider to support educators by offering professional development several times during the school year. Formal evaluations will be conducted on a yearly basis, however informal evaluations, such as classroom walk throughs, will be done routinely. TPS will promote a culture of growth for our educators. TPS will offer constructive feedback, assistance, and follow up conversations to areas of deficiency.

TPS will have an open door policy between educators and administrators. The program set forth will have unforeseeable issues. When a concern arises, TPS encourages and expects educators to seek administrative guidance so an appropriate resolution can be implemented.



9. Explain how the school intends to handle unsatisfactory instructional leadership/administrator or educator performance, as well as instructional leadership, administrator, and/or educator changes and turnover.

Should an educational professional exhibit qualities of unsatisfactory performance, the management team of the Education Service Provider will make a recommendation of termination to the governing board of TPS.

## Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.

TPS will use an Education Service Provider to determine professional development deliverables.

2. Discuss the components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Offering quality professional development is a priority for TPS and will fall into one of three categories: Classroom and Student Records Management, Student De-escalation, and TPS Policy and Teaching Methods. By fostering the growth of educators in these three areas, the result will be positive benefits student achievement. All of the trainings will be conducted by TPS administration, except for gang awareness. TPS will employ criminal justice professionals to present. All

teachers will receive uniform training.

Classroom and Student Records Management training will include Positive Behavior Interventions and Strategies (PBIS), Restorative Justice Practices, Chalkable and grade book usage.

TPS Policy and Teaching Methods training will include explanation of TPS Employee Handbook, policies, and evaluation tools, and team building. Teachers will adhere to the State of Alabama mandated curriculum the curriculum program.

Student De-escalation Training will be a required course on Santori Alternatives to Managing Aggression (SAMA) and gang awareness presentations.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

TPS has scheduled 10 days of professional development prior to the start of the 2017-2018 school year. Because the school has a unique set of circumstances, TPS staff will need numerous days to prepare for the start-up of the year.

TPS will deliver professional development on critical issues surrounding the teaching environment and the at-risk population.

- Staff will be required to pass a two day training course on Santori Alternatives to Managing Aggression (SAMA). This method of de-escalation is paramount to working with the students who could potentially be violent. (2 days)

- Staff will receive training on the online curriculum. (2 days)
- Staff will receive training using Chalkable and setting up their gradebooks. (1 day)
- Staff will be trained on PBIS and Restorative Justice Practices.(1.5 days)
- Staff will be trained on gang awareness. (.5 day)
- Staff will be trained on teaching strategies required by TPS (1 day)
- Staff will be trained on Special Education requirements (1 day)
- Staff will be trained on TPS procedures, policies, employee handbook, and evaluation tools. (1 day)

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and describe how such time will typically be used.

TPS has built in 12 professional development days into the school calendar. On those days, school will not be in session and the students will not be required or expected to perform academic tasks. All educators and staff will report to a centralized location for professional development sessions. Prior to the planned professional development day, a schedule will be emailed to each teacher outlining the activities, times, and location.

At least two days per week, teachers at the same facility will meet to discuss student learning concerns, teaching methods, scheduling, cross curricular activities, etc. Minutes of the meetings will be documented and filed. TPS will also conduct company-wide video conferences for system-wide professional development and improvement.

## Performance Management

The authorizer will evaluate the performance of every school annually and for renewal and revocation purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter contract. The academic performance standards will consider status, growth, and comparative performance based on applicable state, federal, and school-specific measures. The financial performance standards will be based on generally accepted accounting principles for sound financial operation. Additionally, the school shall annually engage an independent certified public accountant to do an independent audit of the school's finances. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement the authorizer's performance standards with school-specific academic or organizational goals.

1. Describe the school's mission-specific educational goals and targets. State goals clearly in terms of the measures or assessments the school plans to use.

**The educational goals and targets will be dependent upon the individual needs of the student. At least one educational activity, assessment, or test will be expected to be passed each day. The educational activity, assessment, or test will meet the Alabama education standards.**

2. Describe any mission-specific organizational goals and internal and external measures and assessments the school plans to use. State goals clearly in terms of the measures or assessments the school plans to use.

**The mission of the organization is to educate at-risk or adjudicated youth. The administrators of the program will incorporate a myriad of tools to monitor the teachers and facilitate this endeavor. In addition, teachers and administrators will analyze data to track growth and progress. The data will be collected from the assessments, tests, and activities completed by the students.**

3. In addition to all applicable mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and applicable state standards.

**TPS will use pretests to assess student learning needs and posttests to monitor progress throughout the year. These assessments are aligned with curriculum, performance goals and state standards.**

4. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

**Progress of student cohorts will be evaluated when appropriate due to the nature of the program. TPS will collect and analyze individual student data. The guidance counselor will collect the academic achievement data to refine and improve instruction. The data will be from pre-tests, assessments, activities, tests, and posttests. A report will be made for review for stakeholders and the community upon request.**

5. Identify who will be responsible for managing the data, interpreting it for classroom educators, and leading or coordinating professional development to improve student achievement.

**The management and interpretation of data will be done by the guidance counselor and lead teacher. The lead teacher will coordinate the professional development sessions based on the data, and how the teachers and facilitators will use the data to improve student achievement.**

6. Explain the training and support that school leadership and educators will receive in analyzing, interpreting, and using performance data to improve student learning.

**After collecting and analyzing the data, the guidance counselor and lead teacher will instruct the teachers and facilitators to interpret the data for individual students. They will then use the data to reteach materials and reassess based on student needs.**

7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

**Should student academics fall due to teacher or facilitator lack of data use, the teacher or facilitator will be given mandatory retraining in that area. TPS administrators will collect data on student progress and require teachers use data to improve instruction. Teachers and facilitators will have to provide documented evidence of data usage on a monthly basis. The documented evidence must show that individual students are making positive growth during the month. If a student does not show growth, then**

**the teacher must still provide documented evidence of the actions taken (retests, reteaching, etc.). The lead teacher, guidance counselor, special education director or principal will meet with the teacher or facilitator to offer alternatives to improve the progress of the student.**

**Facilities**

If the school is seeking to utilize an existing public school facility made available by the charter authorizer, complete Part A and Part B. If the school intends to identify and operate in an independent facility, complete only Part B.

**Part A. Existing Public Facilities (if available)**

1. Describe the basic facilities requirements for accommodating the school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

**TPS will require a classroom in each facility. Depending on the number of students at the facility, TPS may require additional space. The size of the classroom should be at approximately 250 square feet. This will accommodate 1 teacher or facilitator, 1 security guard, and 5 students, spaced throughout the room.**

2. List anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following:

Type of Anticipated Specialty Classrooms	Number	Number of Students to be Accommodated at One Time
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a. Science lab	0	0
b. Art room (with or without kiln)	0	0
c. Computer lab	0	0
d. Library/media center	0	0
e. Performance/dance room	0	0
f. Auditorium	0	0
g. Other (please list) _____		

3. List anticipated administrative/support space needs, including the anticipated number of the following:

<b>Anticipated Administrative/Support Space Needs</b>	<b>Number</b>
a. Main office	0
b. Satellite office	7
c. Work room/copy room	0
d. Supplies/storage rooms	2
e. Educator work rooms	0
f. Other (please list) _____	

4. List which, if any, of the following are essential to fulfillment of the school's athletic program:

<b>Type</b>	<b>Check if Essential</b>
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a. Gymnasium	0
b. Locker rooms	0
c. Weight rooms	0
d. Field(s) (football, soccer, multi-purpose)	0
e. Baseball/softball field	0
f. Other (please list)	

5. Identify any other significant facilities needs not already specified, including:

a. Playground
b. Large common space for assemblies and other large-group meetings
c. Other special considerations (identify and explain)

6. Does the applicant have specific desired location(s) different from those being made available by the authorizer? Yes  No   
 If Yes and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):	<b>One classroom in each county jail participating in the program.</b>
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7. Is the applicant willing to share a facility with another school? Yes  No   
 If so, identify by school name and/or neighborhood (you may add rows to the table as needed)

Desired School Name and/or	
----------------------------	--

Neighborhood:	
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8. Please identify funding sources to be used for facility upgrades and/or new construction.

Funding Source(s) for Facility Upgrades and/or New Construction:	<b>Any upgrades or construction to the facility will be made by the facility.</b>
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9. Discuss contingency plans in the event you do not receive a facility from the authorizer.

<b>N/A</b>
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## Part B. Independent Facilities

If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, and financing. If you currently hold a facility or have a Memorandum of Understanding or other proof of intent to secure a specific facility, please provide proof of the commitment as an **attachment (Attachment 21)**. Briefly describe the facility including location, size, and amenities. Provide, as an **attachment (Attachment 22)**, supporting documents providing details about the facility, as needed. Public charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, applicants must be prepared to follow applicable city

planning review procedures. **NOTE:** Public charter school facilities shall comply with Act 2015-3, Section 11. (a), regarding access to Alabama Public School and College Authority (PSCA) funds.

N/A

## Start-Up & Ongoing Operations

1. Provide, as an **attachment (Attachment 23)**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.

**See attachment 23**

2. Provide, as an **attachment (Attachment 24)**, the school's plan for all transportation (including field trips, extra-curricular and co-curricular activities, food services, and all other significant operational and auxiliary services).

TPS will not be providing transportation, food services, or auxiliary services to students.

3. Provide the school's plan for safety and security for students, staff, facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

**Each county facility currently has strict security measures in place. TPS will abide by the safety and security restrictions that the facility follows. The computers that TPS provides will be used solely for educational purposes and internet will be restricted to the curriculum and possibly a few educational websites TPS teachers may request. All requests will be approved by TPS and the facility administration. TPS will request that a guard be with the class at all times.**

4. Provide, as an **attachment (Attachment 25)**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

See attachment 25

## Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
  - Staffing.
  - Professional development.
  - Performance management.
  - General operations.
  - Facilities management.

**Staffing- The principal of TPS will be responsible for hiring personnel.**

**Professional Development - With the principal's and guidance counselor's recommendations, the lead teacher will organize and deliver professional development to staff.**

**Performance Management - The guidance counselor and the lead teacher will collect and analyze data to monitor student performance. The lead teacher will deliver professional development to staff on interpreting the data and using it to increase student growth.**

**General Operations - The principal will oversee the general operations of the program.**

**Facilities Management - The principal will contact the county jail in the event of physical maintenance of the classroom.**

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

N/A

## Section 3. Financial Plan & Capacity

### Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

**Teen's Path to Success (TPS) will appoint a Chief School Financial Officer (CSFO) to oversee the financial operations of the Board/Charter School. The CSFO will be responsible to perform duties in compliance with applicable state laws and regulations. The CSFO will be responsible to develop fiscal management policies needed for the Board's approval and oversight. The CSFO will be responsible for the accounting procedures of the Charter to maintain compliance with the policies in effect. A finance manual will set forth the specific accounting policies such as but not limited to accounting/bookkeeping, purchasing, payroll and all other areas of accounting. The accounting manual will also require standards of practice in order to maintain strong internal controls over transactions.**

#### **FINANCIAL PLANNING**

**An operating budget will be prepared and presented to the Board for approval on an annual basis. The budget will be prepared in compliance with requirements set forth by the Board and any other governing state laws and regulations of Charter Schools.**

**ACCOUNTING**

**Generally accepted accounting principles (GAAP) will be utilized in the financial transactions and financial reporting of TPS. The accounts of the TPS will be reconciled to the underlying accounting records on a monthly basis. All required monthly reports will be prepared in a timely manner and reported to the Board.**

**PURCHASING**

**Purchases will be made in accordance with the finance manual of TPS and in compliance with any additional guidelines set by the Board.**

**PAYROLL**

**Employees will be compensated at rates that are approved by the Board. Employees will be paid in accordance with customary payroll procedures. Mandatory deductions will be made in accordance with applicable laws and employees will be required to complete all necessary state/federal forms. The employees of the TPS will be paid in a manner that complies with Federal and State laws and regulations.**

2. Describe the roles and responsibilities of the school's administration and governing board for the school finances and distinguish between each party.

**TPS will employ a CSFO to oversee the financial management of the Charter School. The CSFO will report directly to the School Board. Additional accounting staff will include one bookkeeper in year one and will be increased as needed to meet the needs of the Charter. The Board has the responsibility and authority to administer and supervise the Charter School. The Board will approve all financial policies related to the Charter School and will be responsible for budget approval and monthly reporting oversight.**

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

**TPS Governing Board will collaborate with its authorizer, Athens City Schools, in regards to the financial audit of TPS. The timing and level of outside audit/review will comply with the governing regulations and reporting requirements of a State Charter School.**

4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit, annual financial report, monthly check register, and monthly financial reports.

**On an annual basis, the Board will adopt its budget at a public board meeting. This meeting will be announced via the TPS website and other posted notifications at school premises. Additionally, the annual budget, audit results, and monthly financial reports will be available on the TPS website. An annual report will be prepared for the Superintendent and Board of Athens City Schools that will include the following: Annual Audit Results and other agreed upon**



**reports between Athens City Schools and TPS.**

5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

**TPS will contract as needed with outside vendors for services such as payroll processing, management/accounting consulting and an outside review/audit of the financials of TPS. The costs related to these services are estimated in the projected budget of the Charter and will be detailed further once the Charter is approved and the numbers of students are known.**

6. Describe the school's plans for obtaining liability insurance to indemnify the school, its board, staff, and educators against tort claims.

**TPS will maintain levels of insurance in compliance with Board policies and regulatory amounts. TPS will use the services of an insurance broker to obtain annual quotes and bind coverages as deemed necessary by the CSFO and the Board of TPS. Insurance coverages will include general liability, professional liability, auto, umbrella liability, worker's compensation, student accident and School Board coverage.**

7. **Budget Narrative:** As an **attachment (Attachment 26)**, present a detailed description of assumptions and revenue and expense estimates, including, but not limited to, the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

- a. Per-Student State Revenue. Use the figures below in developing your budget assumptions.
- b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's operation depends.
- c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- d. Year 1 cash flow contingency in the event that revenue projections are not met in advance of opening.
- e. Start-up and five-year budgets with clearly stated assumptions.

**See attachment 26**

## **Financial Management Capacity**

Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management.
- Fundraising and development.
- Accounting and internal controls.

**TPS will employ a qualified and experienced CSFO and accounting staff as needed to work in conjunction with the Board of TPS to provide financial oversight for TPS. TPS will expand staffing and utilize contractual services as necessary to meet the needs of the Charter. TPS will utilize accounting policies and practices needed to create an environment with internal controls as set forth by the Board**

**and maintained by the CSFO. There are no current fundraising activities planned for TPS. As the need arises, TPS will utilize fundraising guidelines in compliance with Board approved policies.**

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